

ORAL ARGUMENT SCHEDULED FOR DECEMBER 11, 2018Consolidated Case Nos. 18-1063 & 18-1078

IN THE

**United States Court of Appeals
for the District of Columbia Circuit**

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT,

Petitioner/Cross-Respondent,

v.

NATIONAL LABOR RELATIONS BOARD,

Respondent/Cross-Petitioner,

and

UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING,
ALLIED-INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL
UNION, AFL-CIO-CLC,

Intervenor for Respondent.

On Petition for Review of a Decision and Order of the National Labor Relations
Board and Cross-Application for Enforcement

JOINT APPENDIX—VOLUME II OF IV (JA508 to JA644)

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DUQUESNE UNIVERSITY



2013
CONVOCATION
ADDRESS



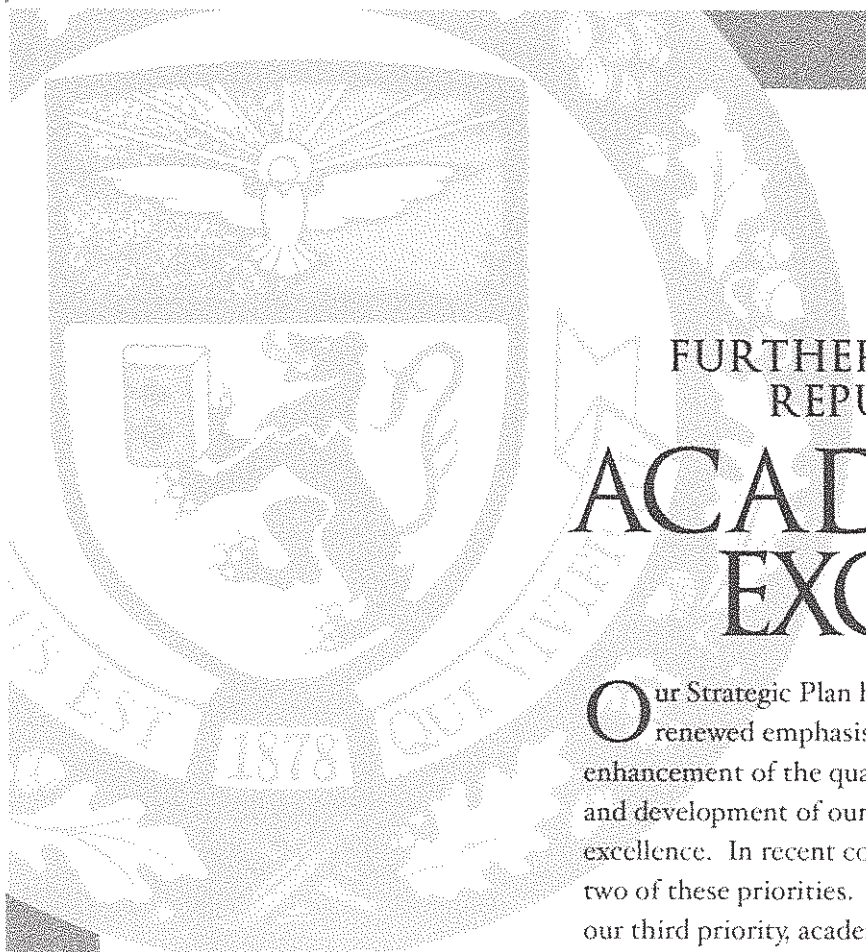
2013

DUQUESNE UNIVERSITY
CONVOCATION

EXHIBIT NO. ER-16 RECEIVED ✓ REJECTED

06-RC-080933
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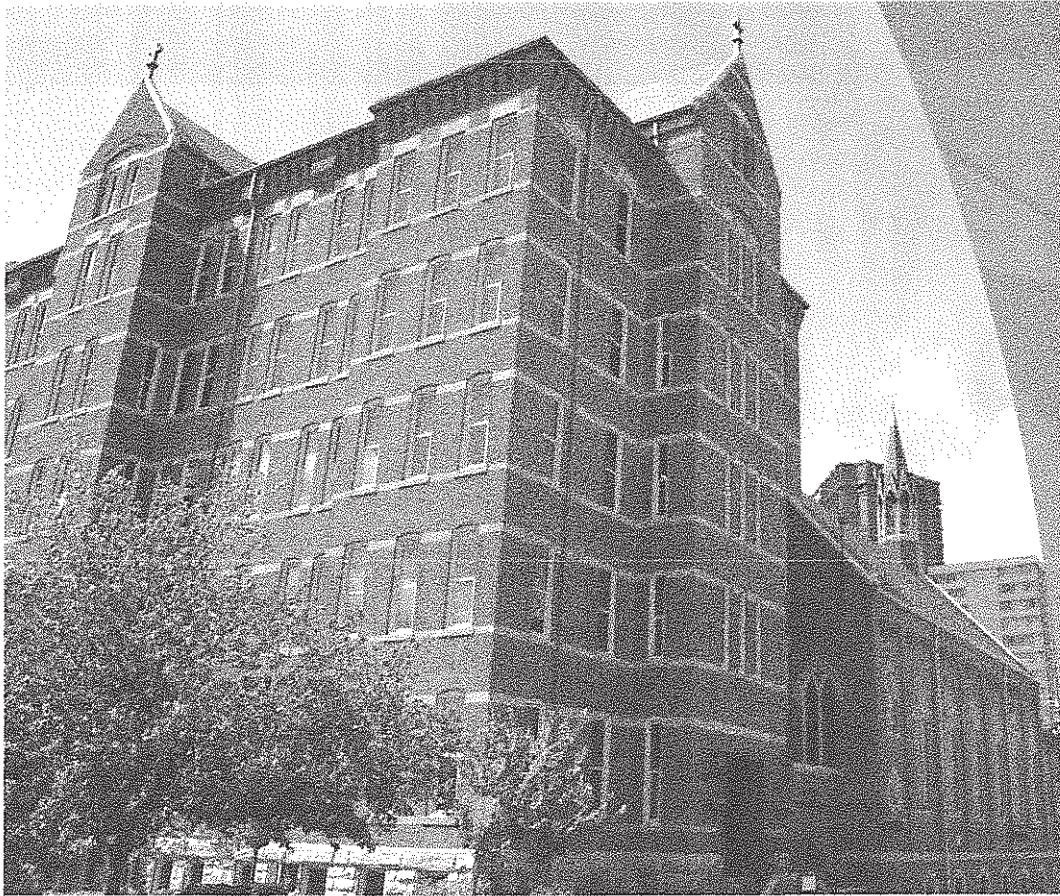
FURTHERING OUR REPUTATION FOR ACADEMIC EXCELLENCE

Our Strategic Plan has three priorities. They are a renewed emphasis on our Spiritan identity and mission, enhancement of the quality of the student experience, and development of our national reputation for academic excellence. In recent convocations, I have addressed the first two of these priorities. Today, I want to speak to you about our third priority, academic excellence.

Before I do, however, I want to reflect a moment on why our Strategic Plan has only three parts. We might have added sections on financial management, fundraising, campus planning, community relations, legal issues, etcetera. Certainly our University has important priorities in these areas. Moreover, it is clear that success in the three areas addressed in the Plan is not possible without successes in these other areas as well. But the Plan is organized to draw attention to the fact that the heart of what we are is a trinity involving students, faculty and a mission that binds them together. To put it in more dramatic terms, who we are at our core is best illustrated when one faculty member assists one student to grow in knowledge and maturity within a Catholic, Spiritan context.

The academic commitment at the core of this trinity has been part of the Spiritan tradition since the very beginning. The founder of the Congregation, Claude Poullard des





Places, studied with the Jesuits in Paris at the very beginning of the 18th century and he brought their tradition of rigor into his own schools. Over 100 years later, when the second founder, Francis Libermann, sent missionaries to Africa, he instructed them to put education and the building of schools ahead of conversions and the building of churches. Both leaders believed that education had a direct link to escaping poverty and all the human degradations associated with it.

This same insight came to Pittsburgh in 1878 when six Spiritans from Germany and Ireland opened the institutional ancestor of Duquesne, the Pittsburgh Catholic College. At that time, Pittsburgh was home to large numbers of German and Irish Catholic immigrants, working hard but living in poverty. We were conceived as their way

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up and out. This has been a part of our heritage ever since. Waves of immigrants came to Duquesne later—particularly from Italy and Eastern Europe. To serve them, our tuition was kept minimal, subsidized by the labor of the Spiritan faculty. Today we have fewer immigrants and Spiritan faculty, but our commitment to affordability for our students remains strong.

And we keep this historical obligation along with another important commitment of fairness to one another. Our compensation for faculty, relative to the region's cost of living, is near the very top for all faculty ranks among American Catholic doctoral universities. While so many other university personnel are losing ground, our general compensation is staying with or ahead of area inflation. We care for the lowest paid full-time employees with one of the highest minimum wages in the region—\$14 per hour. Despite the recent



DUQUESNE UNIVERSITY

Great Recession and some uneven years for enrollment, there has not been a single lay off at Duquesne during this Administration. Even in the contentious area of pay for adjunct faculty we have made significant advances, raising the minimum pay per course about 40 percent over the last two years. This gives us one of the highest pay per course rates for adjuncts in the region.

Of course, our tuition has risen to account for this—and for the improvements

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needed for excellence. But among private first-tier national universities, we have the lowest tuition that is not subsidized by a third party. Thus, we are recognized nationally as a “best buy.” One reason for this is that we are among the nation’s top 20 most efficient universities. On that list are only four private universities and just one Catholic university. I thank all of you

for your contributions in helping to make Duquesne that one university.

Despite our efficiency, our tuition as a private university is high and many students take on significant debt to pay for it. All of us wish tuition could be lower. (Although I must add that much of the media attention to student debt is overblown. A good deal of the data they report is driven by debts that non-traditional students are encouraged to assume by for-profit institutions.) In our own undergraduate setting, the average debt from college loans is modest, on the order of buying a new car. Given the lifelong and intrinsic value of a Duquesne education, that is a very good deal.

Most importantly, we retain our commitment to affordability through scholarships. Many of these funds are directed at minorities in need. Overall, about one-fourth of our entire annual operating budget is returned to students in terms of scholarships. So, even as we have grown in excellence and complexity, we have maintained our core value of affordability that stretches back to our founding.

But there is one part of who we have been that we are most deliberately moving beyond. Despite the fact that our name changed from the Pittsburgh Catholic College to Duquesne University of the Holy Ghost in 1911 (after a very brief time as the University of the Holy Ghost), much of the thinking and self-image of our University remained Pittsburgh-bound well into the 20th century. We were the affordable college

option for Pittsburgh Catholics, most of whom commuted and worked part time to pay for their education.

Pittsburgh remains our home and we are proud of it. The city and our campus within the city have become a major part of our recruiting as students and families want the excitement and opportunities of Pittsburgh but the friendliness and safety of our separate campus. Many of our students come from Pittsburgh and the region. Large numbers of our alums live and work here. Virtually all of our employees are from Pittsburgh and the region. Our fates are tied together to our mutual benefit.

But our academic aspirations for excellence are now national and international. It is no longer sufficient for us to look at regional success. Our peers for comparison are Catholic universities and other quality private universities across the nation. Our faculty come from the best national programs. They succeed here and are retained at exceptionally high rates.

Faculty are drawn here in part, I believe, because of our commitment to the teacher-scholar model of faculty success. When our self-image was local, emphasis was nearly exclusively on teaching. There were some noteworthy exceptions to this—the faculty in the phenomenological movement come to mind—but most of our alums remember their encounters with faculty through classroom excellence alone.

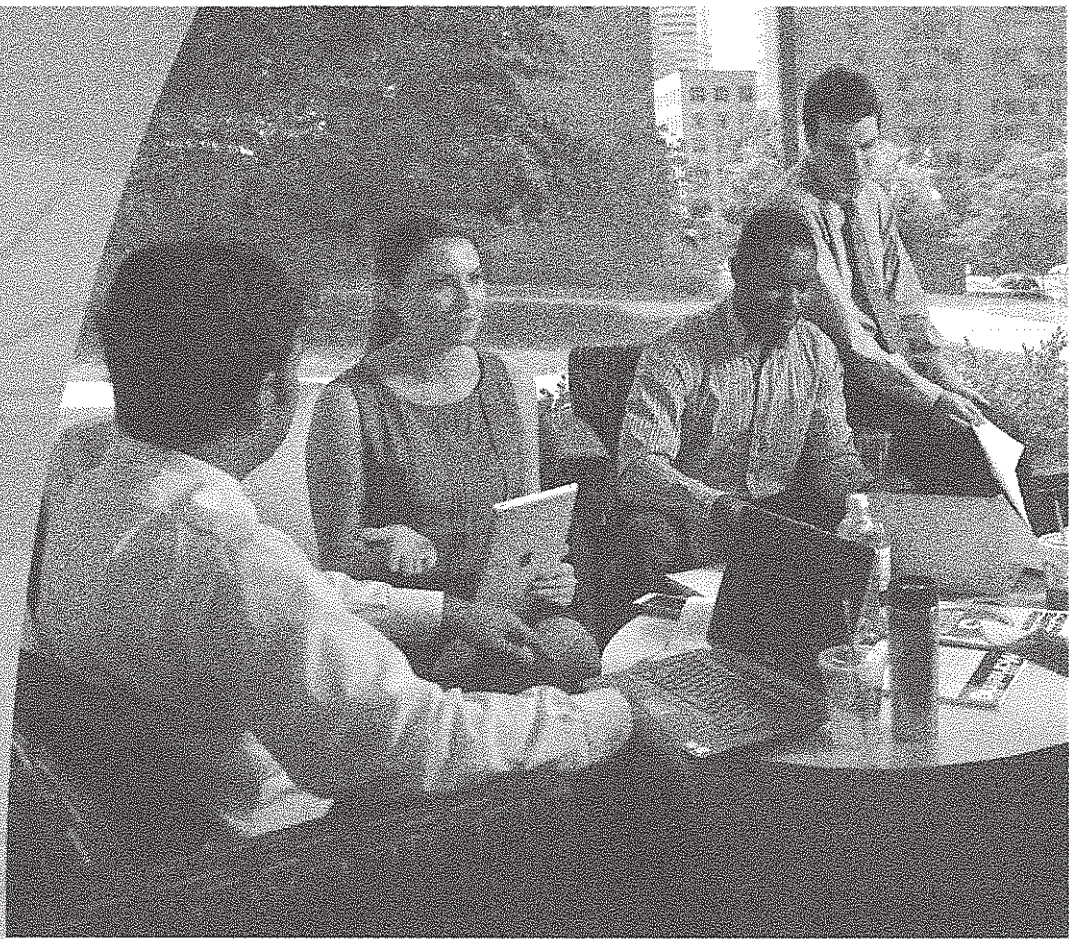
Now our faculty are committed to both excellence in teaching as well as

excellence in scholarship. Even as they are leading students into the fundamentals and intricacies of their disciplines, they are themselves contributing to advancing knowledge and technique in those fields. There are alternatives, of course. Some small liberal art colleges have never fully embraced the need for scholarship. Some large research institutions devalue teaching, leaving it largely to junior faculty and graduate students. But at Duquesne we seek a balance of achievement in both. Moreover, it is the University's view that excellence in teaching and excellence in research reinforce each other, creating a more well-rounded faculty member. When there is achievement in both areas at the highest levels, as we document in promotion to full professor, the whole impact of a faculty member's career is greater than the sum of these two parts.

For the last several years, we have published an annual listing of all faculty publications. It is clear from this, as well as from the many impressive annual promotion and tenure applications, that research at Duquesne is on the rise. This is so, not only in number, but also in quality. Many of our faculty have books with leading publishers, articles in leading journals, presentations at important national meetings, and performances in key venues. The increasing numbers of recognitions for academic quality for the University and from our Schools and programs are a direct result of this important activity. It accounts, for



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example, for our listing as a very high research doctoral university in the Carnegie Classifications of Institutions of Higher Education—among only a handful of other Catholic universities.

At the same time, we are emphasizing quality teaching as never before. Today this means more than solid presentation in the classroom and availability for advising. It also means the use of more technological support in and out of the classroom. Blackboard applications are nearly universal among us. Full use of smart classrooms is on the rise. Distance learning is increasing. The Center for Teaching Excellence and the Online Campus are the main administrative supports for these efforts.

An area that we are encouraging in our



Strategic Plan is the development of interdisciplinary scholarship and programs. There are several reasons for this. First, the real world and its problems are not as neatly sorted as our disciplines are. Taking on those issues often requires coming at them from multiple perspectives at once. Indeed,

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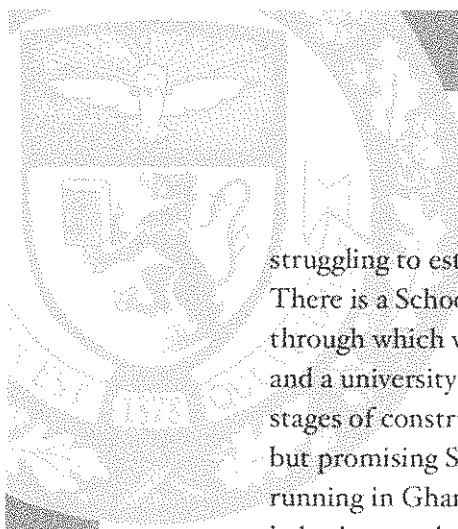
many of the most important intellectual breakthroughs now come through the work of interdisciplinary teams.

Second, this is an area in which Duquesne can excel. We are large enough

to contain a diversity of disciplines but small enough for faculty to encounter one another across their disciplines. Again, by contrast, a smaller college may not have enough disciplines represented to make a truly interdisciplinary program. In a mega-university faculty rarely come to know one another outside their departments. Here we have the best of each without the associated shortcomings.

There are several areas in which such interdisciplinary work is to be encouraged. The sciences and the health sciences—along with our new commitment to biomedical engineering—are naturals for such cooperation. Applied ethics is a common concern in many of our schools and programs. Sustainability and protection of our environment are obvious themes. Many of our disciplines could offer more to our students by adding business or legal elements. Issues of peace and justice, including community service and service-learning, are attractive areas. Anything related to the Spiritan and Catholic intellectual traditions cuts across all our disciplines and should be a focus for us.

One of the explicit emphases in this area in our Strategic Plan is the focus on Africa. For generations European and American Spiritans have been missionaries in East, West and Central Africa. Now, as the numbers of European and American Spiritans are in decline, there is a large increase in the Congregation in these areas of Africa. Local Spiritans there are



struggling to establish a university system. There is a School of Theology in Nigeria through which we grant master's degrees and a university in that country in the early stages of construction. There is a small but promising Spiritan university up and running in Ghana. We can and should help these and other Spiritan efforts in Africa. We are also working to develop partnerships with other African universities and scholars.

At the same time, we are already benefitting from the presence in our Spiritan community and on our faculty of African confreres. No doubt, we will have the support of more African Spiritans here in the future. Efforts like our Center for Spiritan Studies are designed, in part, to attract Spiritans here from around the world in the hope that some of them will see a future for themselves with us.

We are also embarked on an effort to establish a major interdisciplinary African Studies Program. It is available as a minor at present. I hope as this effort evolves, it will become a distinctive element in our curriculum, exposing our students to the challenges of a continent they may know little of, and leading to creative, first-rate publications.

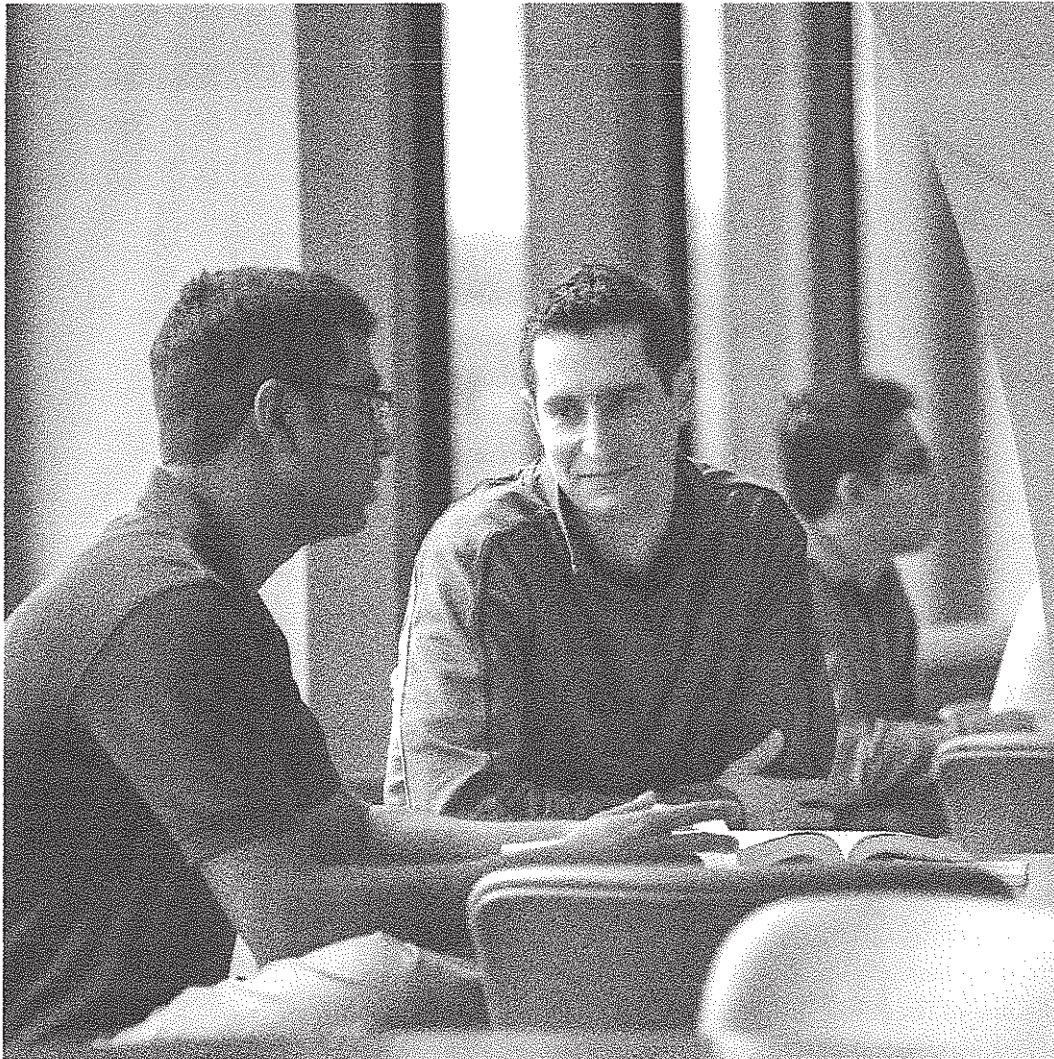
It is also useful to remind ourselves that the Spiritans followed Africans throughout their diaspora, notably into the Indian Ocean, Caribbean Sea and inner-city America. With this in mind,

our commitment to Africa is matched by a similar commitment to the Hill District, our African-American neighbors. We have multiple community service projects there, of course. But the Hill, presuming community agreement and the requisite sensitivities on our part, can be an important arena for teaching and research as well.

In order to keep our academic progress on track, it is very important that faculty members actively pursue external funding. We are all aware that these are difficult times for government funding, but applications in these areas must continue with support from our Office of Government Relations. Foundation and corporate funding remain important options, with assistance from our Office of Corporate Relations. The Office of Sponsored Research is the main administrative office for support for all external grant efforts.

The University cannot carry the financial burden of our entire research enterprise but we do make dollars available for start-up and bridge funding. There are also several competitive grant opportunities within the University, including the Presidential Scholarship Award, Faculty Development Award, and the Paluse grants. We want to create more such opportunities. The Schools also have their own support programs for research and for initiating grants applications.

One of the great advances in our academic life has been the increase in



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endowed chairs, some funded with external money, some from within. These honors highlight the achievements of our faculty and reflect credit on the University. They also create more opportunities for creative research. A dozen years ago, the University had one endowed chair. Today, with these installations, we have 21. Establishing more such chairs remains a priority.

One mark of a great university is outstanding graduate programs. We do not have many graduate programs and I, for one, have less interest in beginning new ones than in strengthening the ones we have—particularly our

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Ph.D. programs. The graduates of our Ph.D. programs are hired at other universities and spread the reputation and influence of Duquesne. When I was just beginning my work in philosophy, for example, I was advised that there were only two intellectual centers for the study of phenomenology in the United States. Duquesne was named as one. That was my first academic encounter with the University and it shaped my desire to join this community years later.

Over the last several years, we have worked to raise the stipends of graduate students in our doctoral programs to attract and retain better candidates. We have also most recently added health insurance coverage in some of our leading Ph.D. programs for the same purpose. For a number of reasons, it is hard to estimate the cost of insurance coverage—who will take it when offered, the nature of their health and illness experience, the costs of the care itself. When these total costs become clearer, we hope to add health insurance coverage to more of our Ph.D. programs. We are also coordinating the recruiting of graduate students as never before.

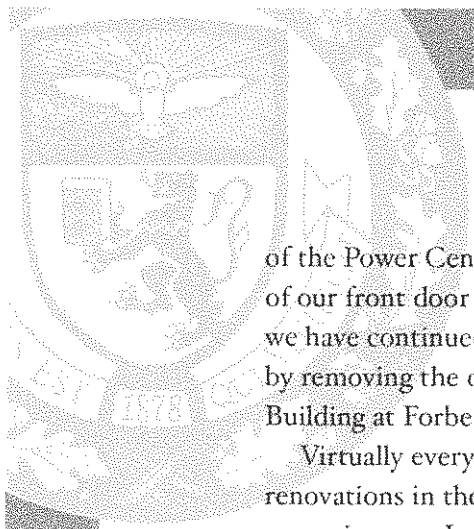
I have a request of deans and faculty regarding their doctoral programs. Despite the importance of the prestige and the numbers of our graduates to us, we cannot ignore the glutted job market in some disciplines. When it is clear that our graduates are not getting jobs—not full-time jobs—in the fields in which we have

trained them, we should limit the number of new students entering our programs. Throughout, our emphasis in graduate education should be on quality and the success of our graduates, not on quantity.

We have worked hard and cooperatively with deans and Facilities Management to expand and renovate our academic areas. Our general rule—following the core of our Strategic Plan—is that administrative functions should go to our expanding periphery and that the cornerstones of academic life and student life should stay in our campus center.

We have and will continue to add property at our edges, when it is prudent and the price is right. This is part of responsible campus planning for future generations—just as generations in the past assembled the properties that compose the heart of today's campus. Those who are critical of such expenditures should contemplate the contemporary fate of a Duquesne University without Academic Walk but filled instead with decrepit row houses and city traffic flowing through the center of campus.

Among our more important additions over the last decade are the Libermann Building (whose space allowed us to commit to an engineering program), the Muldoon and Cooper Buildings, which give us control of the south side of Fifth Avenue and Chatham Square, and all the property on Forbes Avenue that allowed for the building



of the Power Center and the beautification of our front door to the City. Most recently, we have continued that beautification by removing the dilapidated Bagamoyo Building at Forbes and Magee.

Virtually every School has seen major renovations in the recent past. The two exceptions are Law, which has just received a new Legal Clinic on Fifth Avenue next to the Cooper Building, and Business, whose turn for major renovation is next. Most of the spending for this work has come from internal sources, but grants from government and foundations have helped. From 2002 to 2012, over \$29 million was spent renovating academic units. Another \$22 million is planned for 2013 to 2017, including construction of a theatre on campus.

These renovations, of course, included upgrades to our technology infrastructure in classrooms and WiFi connections. The former is ongoing, though most of our classrooms are now smart with computers and projectors. The latter—WiFi—is now universal on campus both indoors and out. We also have several locations on campus for distance education links and more are on the way as this method of learning is becoming more a part of student and faculty expectations.

On that topic, let me offer this view: Distance education as the main component of a program is best suited for the adult, self-motivated learner. These are students

who already know how to learn and can do so with little direction. Undergraduates, especially at Duquesne, are best served in real, unmediated educational relations with faculty—the standard classroom experience. They are in the process of learning how to learn at the collegiate level and need more direct faculty support.

Of course, there are exceptions to this general view on both sides. Some of our largely distance-learning graduate experiences are enhanced considerably by periodic visits to campus and face-to-face encounters with faculty. Our undergraduates are now coming to us with high school experience that includes widespread use of digital support in the classroom and in some cases with distance-learning experience. These are areas in which we must continue to experiment, staying mindful of our both our mission and the niche we have in a competitive educational environment.

Among our major academic resources is the Gumberg Library. We have not identified the funding for the major renovation that the building needs, so we are doing pieces at a time. We have concentrated on making the entering floor more inviting and user-friendly. As libraries have evolved in the digital age, they have become less significant as sources of general information, much of which is now readily available on hand-held devices. They have themselves become major centers for

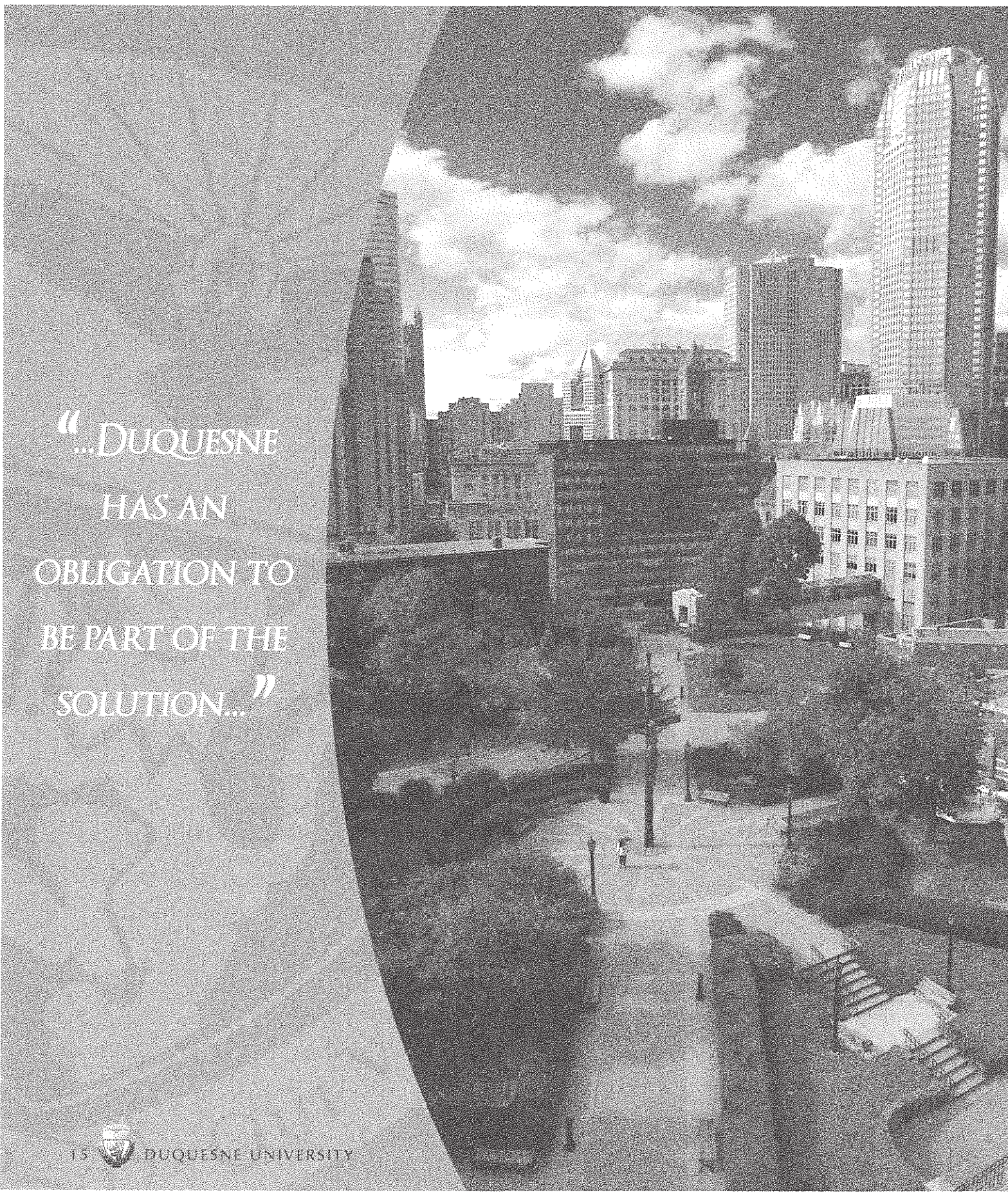


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electronic resources. In addition, they are more than ever areas for study, including group study. Gumberg is packed with students at the end of each semester. So, what we have done is to add more accommodating furniture on that floor and more outlets for charging electronic devices.

The second clear function of the new library is greater stress on special collections and scholarly work on them. Because of this, we have created the Center for Spiritan Studies in which a major effort to digitize key works in Spiritan history is ongoing. We have also renovated the Simon Silverman Phenomenology Center, making it more accessible to our own and visiting scholars. We are aware that more needs to be done in our library and we are actively seeking support for it.

I want to add now a special appeal to deans, faculty and all those playing a role in



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the academic hiring process. It involves diversity. We have much to be proud about in Pittsburgh. We are a remarkable success story in the recovery from a dying rust belt city to a contemporary green economy. Duquesne is pleased to be a key player in the “eds and meds” miracle that has led and sustained this recovery.

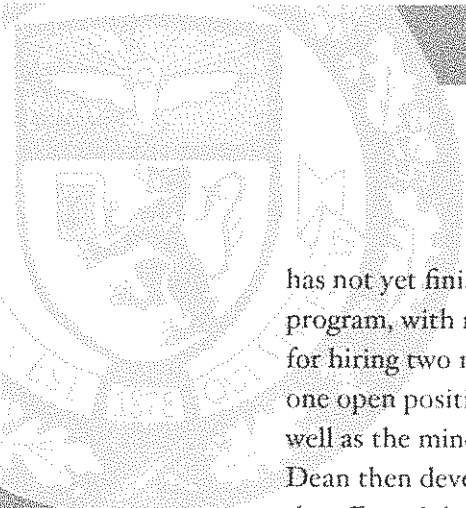
But on measures involving diversity, Pittsburgh has a long way to go. In fact, we have the least diverse population of any major metropolitan region in the nation. According to data reported by Harold Miller of FutureStrategies, only 12 percent of our metropolitan area’s residents are non-white, the smallest percentage among the top 40 urban regions in the country. We are at the wrong end of other key markers as well. Black unemployment is 2.6 times white unemployment, the seventh worst of all national regions. The average working African-American earns the second lowest wage of all 40 metropolitan areas. Less than a fourth of all working blacks are in management, business, science or arts, the second lowest of the top urban regions. Among the top 40 metropolitan areas in the U.S., working-age African-Americans in Pittsburgh have the third highest rate of poverty. Black children here have the sixth highest rate of poverty of all American urban regions.

Because of our mission and tradition and particularly because this data expresses such suffering among our own neighbors,

Duquesne has an obligation to be part of the solution to these problems. As one of the region’s major employers, one obvious way for us to help is to hire more minorities, especially African-Americans. To that end we have had two strategies in place for several years.

The first is an administrative Minority Hiring Program, a small but successful effort. At any given time we have three to five minorities who we have hired because they have promising backgrounds and skills, despite the fact that we have no open positions for them. We rotate them through various administrative units as extra, temporary employees, giving them on-the-job training and experience in our working culture. When an administrative position does open up, they are often the best qualified applicants at that point and we hire them.

This effort is matched by a Faculty Minority Hiring Program that has had more mixed success, working well in some schools but not at all in others. The idea here is that when a department is conducting a national search for an approved new hire, it is not unusual to encounter minority applicants who are close but just not right for the position. Perhaps we are looking for a European historian, for example, and a minority specialist in American history applies. Or, all of our top candidates have completed their Ph.D.s and some even have publications, but a minority candidate



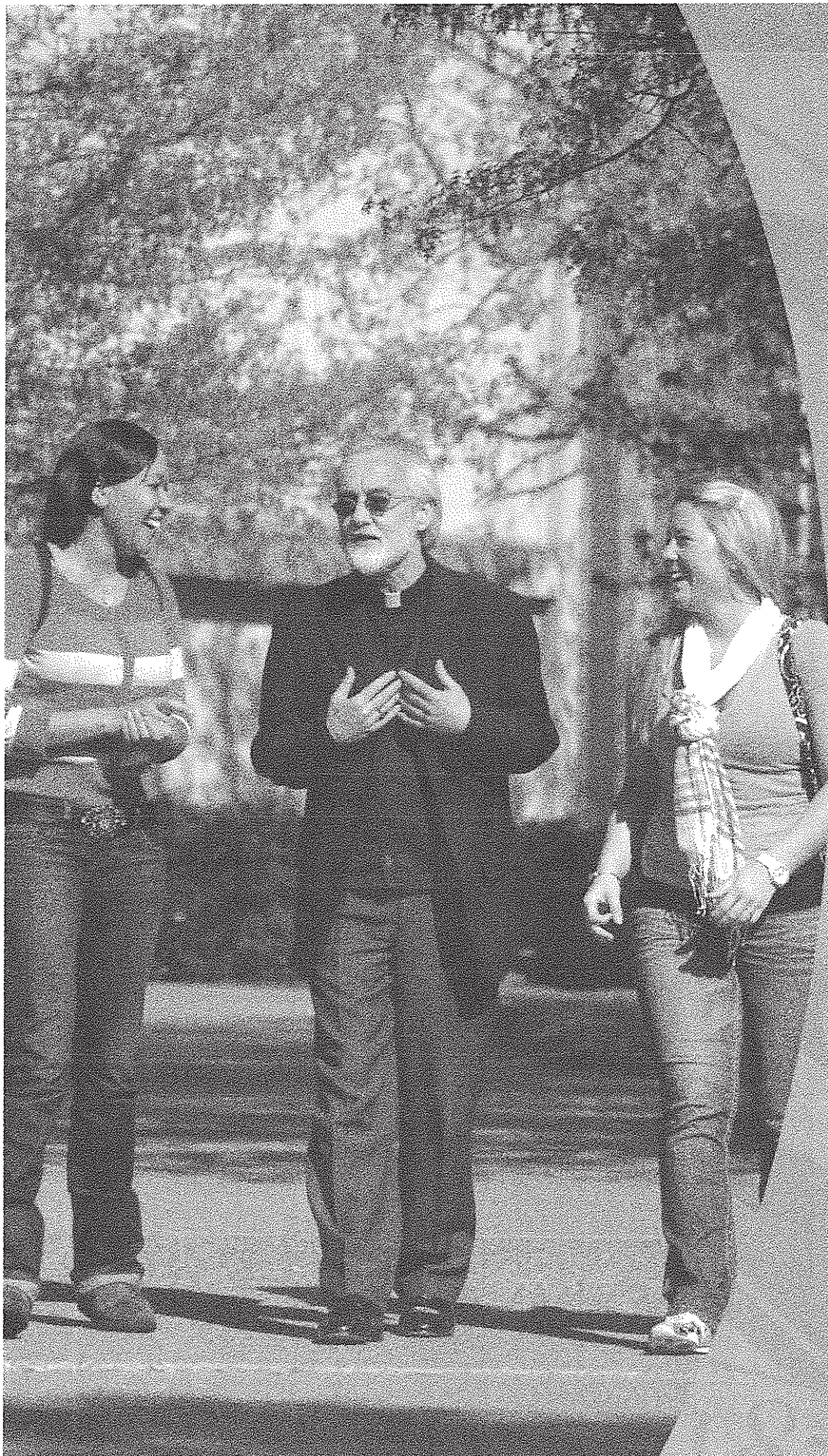
has not yet finished the dissertation. Our program, with review by the Provost, allows for hiring two new faculty members for the one open position—the top candidate as well as the minority. The Provost and the Dean then develop a strategy for returning the affected department to its previous size over time, but leaving it with a more diverse makeup.

“...THE ACADEMIC
EXCELLENCE THAT
UNDERGIRDS
OUR GROWING
NATIONAL
REPUTATION IS
YOUR CREATION.”

About 10 percent of Duquesne's faculty have left us over the last two years, accepting the terms of our voluntary buy-out program. We have been deliberately slow to replace them as we watch our

enrollment carefully. But last year we had a record freshman enrollment, thanks to our Enrollment Management Team. That record has been exceeded by this fall's number. This means that there will be more hiring of faculty than usual over the next several years as we sort out the implications of faculty retirement losses against increased student demand. I ask you to bear our Faculty Minority Hiring Program in mind if you are part of a hiring team. This can be a moment for us to take a great step forward in diversity and to make a positive difference in the life and vitality of the Pittsburgh community.

Finally, as always, I want to express my gratitude to all of you, but particularly this year to all those in Academic Affairs—Provosts Pearson and Austin, deans, faculty, academic support area professionals, executive assistants and secretaries. The academic excellence that undergirds our growing national reputation is your creation. You are a critical part of the trinity at the heart of who we are as you bring our students an education for a lifetime in our Catholic, Spiritan tradition. You serve God by serving our students. For all those students and for all those who represent our mission and identity, I thank you. Thank you for all you do for Duquesne University of the Holy Spirit. ☛



“YOU ARE A
CRITICAL PART
OF THE TRINITY
AT THE HEART
OF WHO WE
ARE AS YOU
BRING OUR
STUDENTS AN
EDUCATION
FOR A LIFETIME
IN OUR
CATHOLIC,
SPIRITAN
TRADITION.”

The background of the page is a dark, textured image featuring a graduation cap (mortarboard) and a diploma. The diploma, on the left, has the words "DUQUESNE UNIVERSITY" and "DIPLOMA" visible. The graduation cap is positioned centrally, with its tassel hanging down. The overall tone is formal and academic.

2013

DUQUESNE UNIVERSITY
CONVOCATION



2012-2013
UNIVERSITY ACCOMPLISHMENTS



DUQUESNE UNIVERSITY
CONVOCATION

Each year, convocation provides our campus community with a unique opportunity for reflection. We look back on the year behind us, celebrating the many accomplishments of our faculty, staff and administrative units. We look forward to the year ahead, embracing a new academic year with a renewed focus on advancing the Duquesne mission to serve God by serving students.

We are proud to present a sampling of our accomplishments for the 2012-2013 year.

2013

DUQUESNE UNIVERSITY
CONVOCAATION

RANKINGS & COMMENDATIONS

At Duquesne, we are committed to excellence in all we do. This commitment shows in the recognition we achieve and the honors we receive, boosting ever higher the overall reputation of Duquesne University.

Duquesne University again ranked in the **top national tier of schools across the nation** in the 2013 edition of *U.S. News and World Report's Best Colleges* and also was among the top four Catholic universities listed in *U.S. News' Great Schools at Great Prices*. Achieving this special designation for the second year, Duquesne is listed among the top schools in the nation to provide a high-quality academic program at a good value. Ranked at No. 44, it was the fourth Catholic school named in this ranking, along with the University of Notre Dame, Georgetown University and Boston College.

Duquesne University has been **ranked among the best schools in the nation** in *Forbes* magazine's 2012 *America's Top Colleges* list based upon student satisfaction, post-graduate success and other factors.

The United Way of Allegheny County recognized Duquesne University as one of its **2012 Outstanding Campaign Performance Award** winners. In 2012-2013, the University raised \$117,057, exceeding its goal by more than \$32,000 and surpassing the previous campaign total of \$93,329 in 2011.

Duquesne was selected as one of Pennsylvania's **most affordable colleges**. According to AffordableCollegesOnline.org, Duquesne graduates enjoy a \$490,900 return on the investment in their college education over their lifetimes.

U.S. News & World Report ranked Duquesne as **one of the most efficiently operated, top-tier ranked universities**. It is the only institution in Pennsylvania—and the only Catholic school—included on this list of 20.

In 2012, high school guidance counselors nationwide selected Duquesne as one of the **top 125 undergraduate schools** in the country.

The ***Advancing Our Legacy*** capital campaign raised more than \$163.5 million, marking the most successful fundraising effort in the University's history. The campaign, which concluded in December 2012, surpassed the \$150 million goal in 2011.

The Council for Advancement and Support of Education has selected Duquesne as one of its **2013 Educational Fundraising Award** recipients. The University was named in the Private Research/Doctoral Institutions category and was one of just three institutions recognized for overall improvement of its fundraising efforts.

Princeton Review ranked Duquesne among ***The Best 378 Colleges*** for 2014, which profiles only 15 percent of America's 2,500 four-year colleges and four colleges outside the U.S.

U.S. News & World Report listed the **School of Law** in the top tier of law schools.

RANKINGS & COMMENDATIONS

Duquesne University is ranked **No. 16 among small research universities**, according to a *Chronicle of Higher Education* index measuring faculty productivity among more than 7,300 U.S. doctoral programs.

The **School of Nursing** was ranked No. 7 in the *U.S. News & World Report* listing of online graduate nursing programs.

Catholic Charities recognized Duquesne with the **Caritas Award for Service** due to the University's community engagement efforts and service-learning partnerships

Undergraduate Admissions, along with colleagues across campus, enrolled the largest incoming freshman class in Duquesne history—1,526 students.

U.S. News & World Report ranked the **School of Education** on its list of Best Education Schools. Data from more than 1,200 graduate schools of education were reviewed to determine the rankings.

After an 18-month self-study process and on-site review by the Accreditation Council on Pharmacy Education, the **School of Pharmacy** was granted a continuance of accreditation through 2021.

The **School of Education** received continuing national accreditation by the National Council for the Accreditation of Teacher Education for 2012-2019. The NCATE applies rigorous standards of evaluation, making attaining full accreditation the most respected recognition any education school or college can attain.

The **School of Education** maintained its national accreditation from the American Psychological Association for its Ph.D. in school psychology and from the Council for Accreditation of Counseling and Related Educational Programs for its graduate programs in counselor education.

Bayer School students ranked No. 5 out of 16 schools taking the Forensic Science Aptitude Test, with one Bayer School student ranking No. 4 out of 179 students taking the exam, and two others ranking Nos. 14 and 19.

Duquesne University's **English as a Second Language** program was recredited by the Commission on English Language Program Accreditation. Duquesne's ESL program is one of only two accredited programs in the Pittsburgh region, creating a significant strategic advantage in the recruitment and serving of international students and scholars.

The **McAnulty College and Graduate School of Liberal Arts'** English Ph.D. program is ranked No. 119 by *U.S. News and World Report*. In addition, the psychology graduate program is ranked No. 191.

Nearly 200 faculty and senior administrative experts **appeared in the media 1,127 times** in outlets including CNN, the *Chronicle of Higher Education*, *U.S. News & World Report*, the *New York Times*, the *Guardian UK*, the *Wall Street Journal*, the *Washington Post*, *NBC News* and *Catholic News Service*.

Several Duquesne publications earned International Association of Business Communicators 2012 Golden Triangle Awards, including an award of excellence—the top honor—for the design of a poster promoting the McAnulty College's 2012 **Human Rights Film Series**. The University also earned awards of honor for a media relations campaign about cancer-related research, the **2011 Impact Report**, the *Duquesne University Magazine*, a magazine article about the **School of Nursing's** 75th anniversary, the **Admissions viewbook** and success recruitment campaign, and the **Music School's** Dvorchak at Duquesne marketing campaign.

RANKINGS & COMMENDATIONS



U.S. News & World Report's Best Law Schools Specialty Rankings: Legal Writing listed the **School of Law's** Legal Research and Writing Program as No. 11 in the nation.

The Department of Physician Assistant Studies in the **Rangos School** was awarded five years of ongoing accreditation when the national average is three years.

DUV completed the national application that resulted in Duquesne University being named to the **President's Higher Education Community Service Honor Roll with Distinction**. This marks the seventh consecutive year that the University has been named to the Honor Roll and the fourth time that Duquesne has been included in the category with Distinction.

A media relations campaign focusing on cancer-related research at Duquesne received the **Renaissance Award** from the Public Relations Society of America, Pittsburgh Chapter. The winning campaign was one of 97 entries in more than 20 categories from public relations offices and firms in the region.

The **School of Nursing** was ranked No. 33 on NurseJournal.org's list of 50 Most Social-Media Friendly Nursing Schools.

RANKINGS & COMMENDATIONS

The 2012 **Orientation** program received two awards at the National Orientation Directors Association Conference: Outstanding Use of Theme and Outstanding Clothing Item.

The **Palumbo-Donahue School of Business** earned reaccreditation by the Association to Advance Collegiate Schools of Business International. AACSB accreditation, a hallmark of excellence in business education, has been earned by less than 5 percent of the world's business programs.

Jazz and music technology faculty and students from the **School of Music** were selected by the Pittsburgh Pirates to create and record theme music for the Major League Baseball team's pre-game video that introduces players at home games in PNC Park.

The **School of Leadership** continues to be recognized for its excellence as a military-friendly school. *G.I. Jobs* magazine highlighted the school in its Top 15 Percent of All Schools Nationwide listing. In addition, *Military Advanced Education* magazine recognized the school on its listing of America's Top Military-Friendly Colleges and Universities.

Standard and Poor's and Moody's Investor service reaffirmed Duquesne University's A- and A2 **long-term credit ratings** with a stable outlook in February 2013.

The **Center for Pharmacy Services** was awarded Mayor Luke Ravenstahl's Youth Spotlight Award for its student pharmacists' involvement and contribution to the Hill District community.

For the third time, the **A.J. Palumbo School of Business** was named among the nation's top 100 undergraduate business schools by *Bloomberg Businessweek*.

Duquesne University's chapter of the **Phi Kappa Phi** honor society received a Chapter of Merit Award in recognition of an active commitment to Phi Kappa Phi's standards of excellence.

The graduate program in the Department of Speech-Language Pathology in the **Rangos School** ranks in the top 25 percent of all accredited speech-language graduate programs in the United States.

Duquesne's Strong Women Strong Girls chapter was promoted to a national level Super-Chapter model as one of two in the nation.

Duquesne University's **John F. Donahue Graduate School of Business** again was recognized as one of the best in the *Princeton Review's The Best 296 Business Schools*, its 2013 annual guidebook.

The **School of Pharmacy's** residency programs were fully accredited by the American Society of Health-System Pharmacists.

Students in both the Department of Athletic Training and the Department of Physical Therapy in the **Rangos School** achieved a 100 percent first-time pass rate on their respective national licensure examinations. In addition, graduate students in the Department of Speech-Language Pathology achieved a 100 percent pass rate on their national licensure examination.

Multicultural Affairs received the Supporters of the Village Award from the Pittsburgh Alumni Chapter of Alpha Kappa Alpha.

The **Department of Public Safety** was recertified as an Accredited Police Department by the Pennsylvania Chiefs of Police. The department is one of only four universities in Pennsylvania that has been certified by the Pennsylvania Chiefs of Police.

RANKINGS & COMMENDATIONS

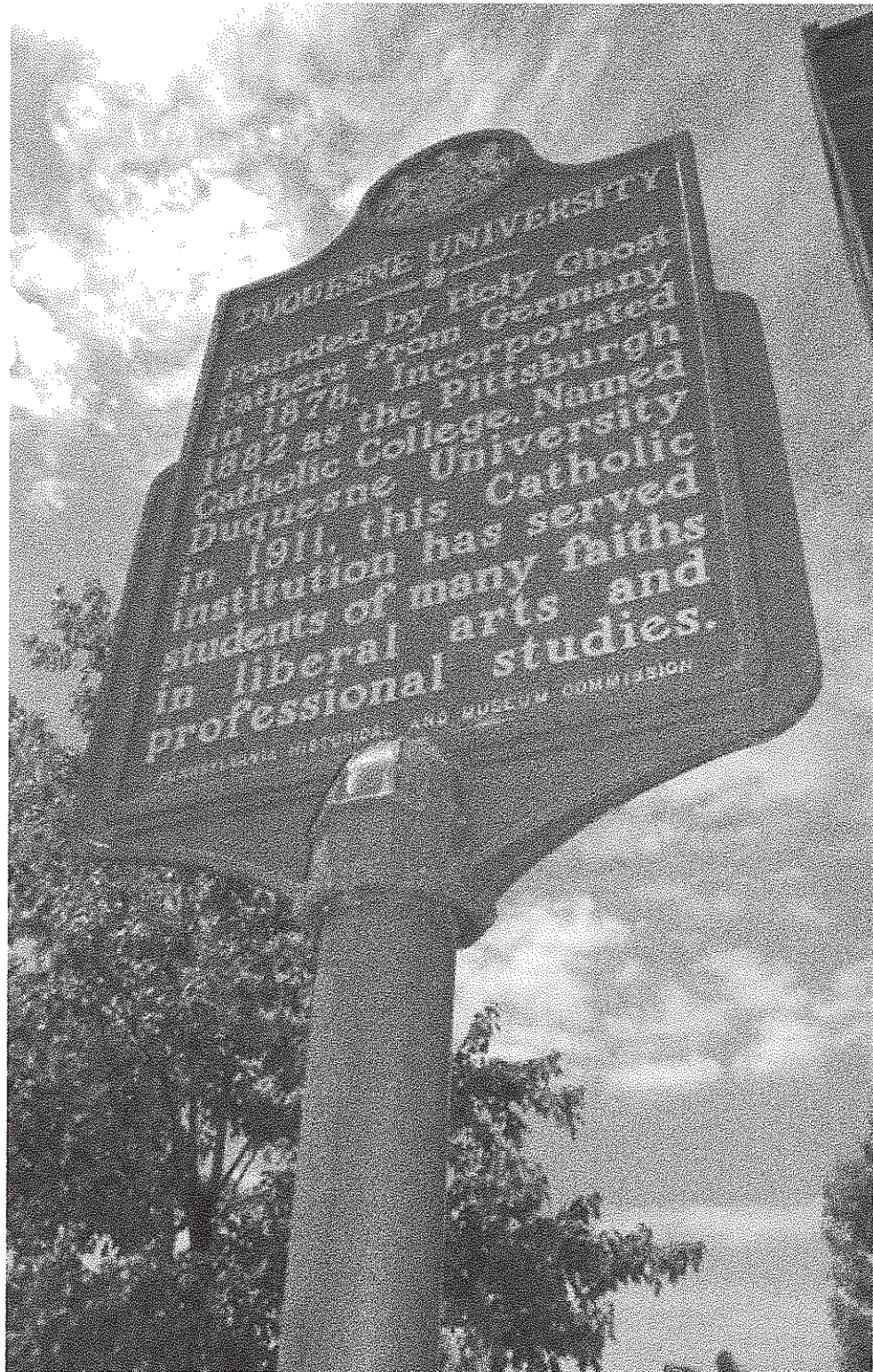
U.S. News & World Report ranked the **Palumbo School and Donahue Graduate School** in the top tier among national universities in its *2013 Best Business Programs* publication.

Camcode selected Duquesne University's **supply chain management program** as one of the top 25 supply chain management programs in the nation. Duquesne is the only university in the Pittsburgh region to receive this designation.

U.S. News & World Report's Best Law Schools Specialty Rankings: Part-Time Law Programs listed the **School of Law's** part-time program as No. 49 in the nation.

The Sales Education Foundation ranked Duquesne on its Top University Sales Programs list, indicating that graduates of the **Palumbo-Donahue School of Business** are well prepared for sales careers.

A team of MBA Sustainability students from the **Donahue School of Business** placed third in the Aspen Institute's 2013 Business and Society International MBA Case Competition.





PROGRAM GROWTH & DEVELOPMENT

Our focus on continuous quality improvement across the University allows us to be innovative as we seek to grow our academic and workplace programs and initiatives to build an even stronger Duquesne.

The Instructional Technology Department of the **School of Education** launched a pilot course in **Spiritan** history and charism via iTunes University. The course features profiles of Spiritan founders and significant personages, with an introduction to Spiritan history and purpose that can be viewed online throughout the world.

The **Schools of Health Sciences, Nursing and Pharmacy** collaborated to expand interprofessional education and training offerings to students. Students and faculty rated the interprofessional training very highly, and the co-collaborators are preparing presentations for dissemination in professional venues.

A new **School of Music** degree option, the Bachelor of Music with Elective Studies in Business, has been approved by the National Association of Schools of Music. The degree provides performing musicians with a basic understanding of business administration to enhance their capacity to pursue a career in today's professional music world.

Duquesne's **Small Business Development Center** offered 51 workshops on topics such as starting a business, increasing sales, developing marketing plans, using QuickBooks and basics of exporting. In addition, the SBDC hosts two major conferences each year: the Entrepreneur's Growth Conference and the Pennsylvania Business Technology Conference. In total, more than 1,130 attendees participated in trainings through the SBDC last year.

The **School of Pharmacy** implemented a new series of continuous professional development courses designed to address professional development, career exploration and self-directed learning throughout all four years of the pharmacy professional-phase curriculum.

The **School of Nursing** hosted its third annual Rita M. McGinley Symposium, *Exploring Social Justice for Vulnerable Populations: The Face of the Veteran*. The event attracted 221 participants, earned exceptional evaluations and was covered by local and national media.

The Department of Athletic Training in the **Rangos School** received Pa. Department of Health approval as a Basic Life Support training site. Students enrolled in this program now have the opportunity to pursue state credentials as emergency medical technicians.

The **Center for Catholic Intellectual Tradition** hosted a symposium titled *Building Relationships with Africa: Evolving Foundations for Research, Teaching and Service*. Faculty shared stories from their evolving research, teaching and service in Africa.

In its 16th year of operation, the Summer Undergraduate Research Program in the **Bayer School** hosted 46 undergraduate scientists for a 10-week-long, full-time research experience during the summer of 2013.

The **Office of Research** co-sponsored the inaugural symposium for the Energy Institute Symposium, *Boom and Bust*.

PROGRAM GROWTH & DEVELOPMENT

Mary Pappert School of Music students played important roles in the Pittsburgh Symphony's nine-day *Music for the Spirit Festival*. Duquesne University choral ensembles performed in the 2000-voice *Singing City* concert, Duquesne Symphony Orchestra and Voices of Spirit performed in the *Celebrating the Next Generation* concert, and the Pappert Women's Chorale performed in *The Dybbuk: Between Two Worlds*.

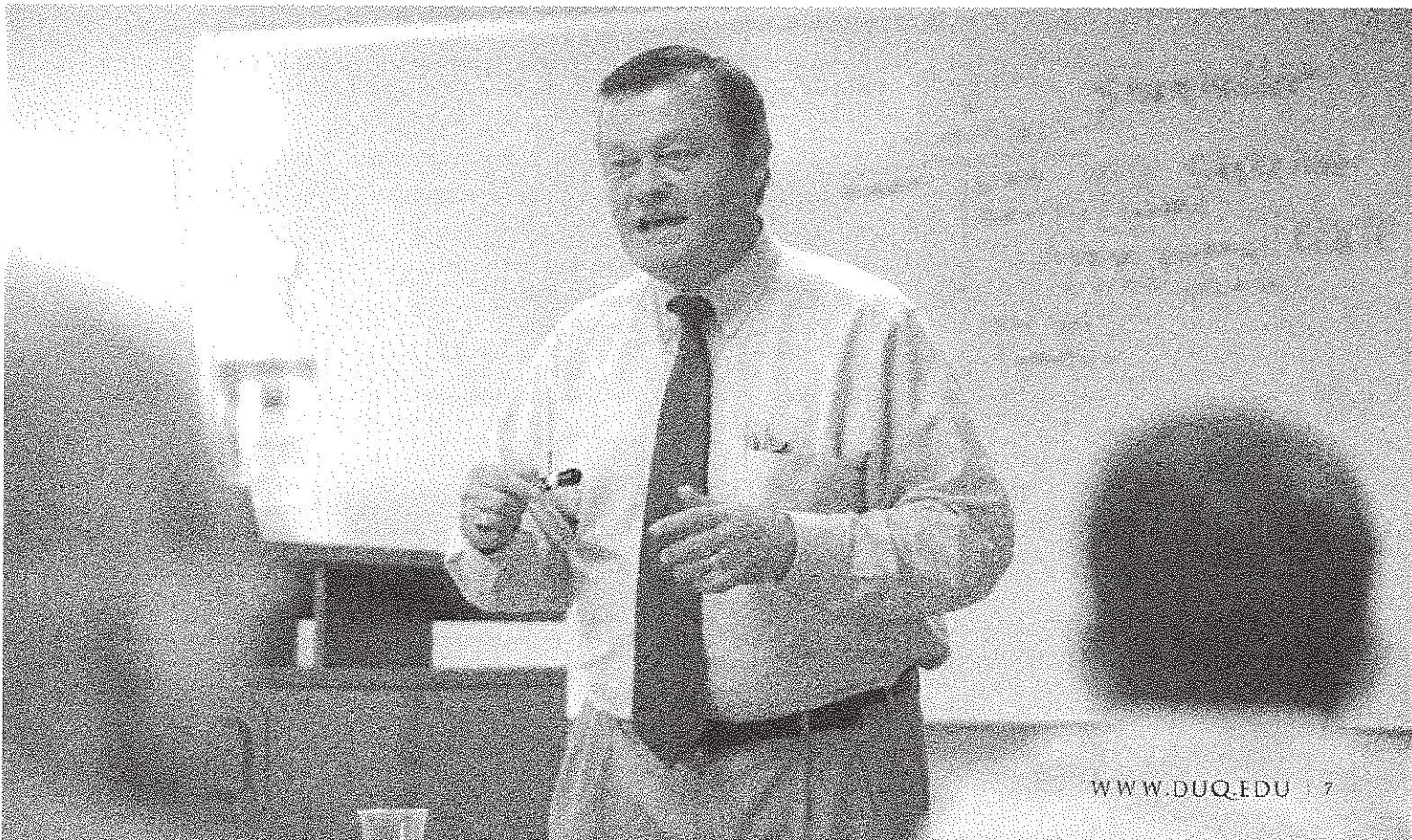
Career Services conducted 1,191 individual career counseling appointments with students and alumni, an increase of 28 percent over the prior year.

The Department of Occupational Therapy in the **Rangos School** strengthened research and educational collaborations with counterparts in Africa. Work included expanding research on children with disabilities in Zambia and on the living conditions and occupational profile of graduates of the Olkokola Vocational Training School for Persons with Disability in Tanzania.

The **Bayer School** hosted the 16th annual Summer Undergraduate Research Symposium, which attracted a total of 33 high schools, colleges and universities from throughout the Pittsburgh region.

The Development of a Spiritan Pedagogy was a gathering of faculty members to discuss the hallmarks of a Spiritan pedagogy. Included in the discussion were methods particularly suited to Spiritan pedagogy, resources and conditions that promote a specifically Spiritan pedagogy.

The **School of Pharmacy** has incorporated technology throughout its entire curriculum. All students are equipped with a laptop and a mobile device, such as a phone or tablet computer, that they use to access electronic medical information, design patient care plans and complete problem-based learning modules.



PROGRAM GROWTH & DEVELOPMENT

The Bayer School's **Center for Environmental Research and Education** celebrated the 20th anniversary of the Environmental Science and Management Program. As part of the celebration, CERE hosted a presentation titled *The Evolution of Environmental Science and Management*; a presentation by Larry Schweiger, president and CEO of the National Wildlife Federation, titled *Living in a New Climate Paradigm*; and a panel discussion titled *Ecology and Economics*.

The **Center for Educational Leadership and Social Justice at Duquesne University** held its sixth annual Duquesne Educational Leadership Symposium: *Action, Advocacy, Research: Challenging Educational Inequities with Students, Schools and Communities*.

The successful partnership between the **School of Education** and the Catholic Religious Education Development Institute of Trinidad and Tobago has resulted in a new master's degree program focusing on preparing teachers to practice culturally relevant pedagogy with elementary, middle and high school students in both traditional and prison contexts.

The **Enrollment Management Group and University Retention Committee** collaborated with colleagues throughout the University to increase the overall first- to second-year retention rate from a 10-year average of 87.2 percent to 88.8 percent, the second highest rate in 11 years.

The Bayer School's **Center for Environmental Research and Education** co-hosted the national meeting of the Association for Environmental Studies and Sciences and the Council of Environmental Deans and Directors. CERE also hosted the Global Pittsburgh program for delegations of environmental educators and non-government organization representatives from Kazakhstan.

The **School of Nursing** developed new Bachelor of Science in Nursing curricula based on the Institute of Medicine's *Future of Nursing Report*. The new curricula include use of electronic books to teach knowledge-acquisition and technological-utilization skills, and content on genetics, ethics, gerontology, critical care, Spanish language and other innovative course work.



PROGRAM GROWTH & DEVELOPMENT

Representatives from Duquesne's **Small Business Development Center** traveled to South America with 11 Pennsylvania companies in an effort to find opportunities for exporting their products to Colombia and Panama. Because of its expertise in Latin America and in helping small businesses trade to the region, the SBDC was chosen from among all 18 Pennsylvania centers to lead the trip.

The **Center for Catholic Intellectual Tradition** presented the Msgr. Charles Owen Rice lecture series, *Rice on the Road: Community-Engaged Interdisciplinary Work for Justice*, an innovative series featuring mobile discussion panels and on-site conversations in Hazelwood and the Hill District.

Faculty in the **Rangos School's** Department of Occupational Therapy co-edited a special issue of *Occupational Therapy International* that examined international collaborations for research, teaching, intervention and service.

The **Office of International Programs** continued fundraising efforts to raise a \$1 million endowment fund to support the Italian Campus. The campaign reached \$728,000 in 2012-2013.

Residence Life collaborated with the **McAnulty College** to develop a learning community in Duquesne Towers to include upperclassmen, international students and the Orbis-Narratio freshman learning community.

The **University Counseling Center** was instrumental in the formation of the **Student Wellbeing Committee** that brings together representatives from Mission and Identity, Academic Affairs and Student Life.

Graduate Admissions increased representative participation in the annual Graduate College Fair from approximately 35 schools to more than 75.

The **Spiritan Studies Scholar-in-Residence** pilot program inaugurated in May. The academic program allows Spiritans to study for one year the vast Spiritan resources at the Gumberg Library, the Ed Supple Room and the Spiritan Collection and share with the University community through a public lecture.

The **School of Leadership's** Leadership Breakfast Series, designed as an outreach effort to professionals in Pittsburgh and the surrounding region, had a total of 259 attendees representing 93 area businesses and organizations.

The **Commuter Affairs Office** initiated and increased the presence of **athletics department** staff—including administrators, coaches and student athletes—in the Commuter Center.

Spiritan Campus Ministry hosted the annual Mass of the Holy Spirit for more than 3,000 students, parents, faculty and staff. Presiding at the celebration were Bishop David Zubik; the Most Rev. John Fogarty, Spiritan Superior General; and priests of the Spiritan Congregation and the Diocese of Pittsburgh.

The **Department of Auxiliary Services** successfully negotiated a new, encompassing dining agreement for the University with Parkhurst Dining, a subsidiary of Eat'n Park.

Duquesne's **Small Business Development Center** provided no-cost consulting services to small businesses in Allegheny, Beaver, Butler and Lawrence counties. Last year, these services assisted more than 720 total clients, providing 8,661 hours in consulting and helping clients to raise \$7,827,400 in financing.

PROGRAM GROWTH & DEVELOPMENT

The **Office of Financial Aid** improved its social media outreach with the implementation of a Facebook page and an updated website. This is another convenient way for students and parents to be notified about upcoming deadline dates as well as scholarship opportunities.

The **School of Nursing's** total projected enrollment of 869 students for 2013 represents an increase of 23 percent, or 196 students, over the past four years, and an increase of 33 percent, or 292 students, over the past six years.

U.S. Supreme Court Justice Clarence Thomas visited campus for a special program attended by more than 1,200 guests and taped by *C-SPAN*. During his visit, Thomas met with **School of Law** students and taught a constitutional law class. The events and the *C-SPAN* broadcast brought renewed national attention to the School of Law and the University.

In 2012-2013, all but two of the University's **athletics** teams advanced to Atlantic 10 championship play. Of those teams, seven posted top-five finishes in what was a 16-member conference.

Office of Student Conduct staff attended training on Title IX investigation procedures as well as the Association of Student Conduct Administrators conference.

The **Office of Mission and Identity** presented its annual **Founders Week** celebration focusing on the issue of peace-building on the anniversary of the publication of *Pacem in Terris*. Events included the annual Rev. Pierre Schouver, C.S.Sp., Missiology Symposium and the annual Paluse Lecture. In addition to lectures and discussions surrounding the encyclical and the issue of peace, a Mass was celebrated in the University chapel and a liturgy of peace vespers service at Trinity Hall was held for the entire University community.

The **Center for Pharmacy Care** collaborated with the University's **Benefits Office** to expand the Wellness in Motion program to include hypertension and provide dependent coverage for asthma and diabetes. In addition, the program has grown to serve a total of 181 patients.

The **School of Law** hosted *Current Constitutional Issues in the Americas*, a symposium that brought to Duquesne legal scholars of international and national renown to discuss constitutional issues facing nine nations.

Career Services hosted career-related workshops, presentations and information tables for 7,249 students.

Through the **Office of Financial Aid**, \$374,528 was awarded to 73 students through the Pittsburgh Promise Program; \$5,814,211 was awarded to 1,836 students through the Pennsylvania State Grant Program; and \$4,965,392 was awarded to 1,337 students in the PELL Grant Program or to students with significant need as determined by the Free Application for Federal Student Aid.

Duquesne **athletics teams** produced four Atlantic 10 Conference individual champions and one NCAA Championship participant.

Residence Life coordinated 123 weekend programs with 5,000 students participating for a total cost of \$30,000.

The retention rate for freshman **commuters** from fall to spring was 93 percent, and the average QPA was 3.19.

As part of Fair Trade Week, **Spiritan Campus Ministry** published an iBook titled *The Face Behind the Label*, which can be downloaded from iTunes.

PROGRAM GROWTH & DEVELOPMENT

2012-2013 marked the 10th anniversary of the **Foundations of Successful Leadership Program**, a successful collaboration between the University's **Office of Human Resource Management** and the **School of Leadership** with intent to enhance and sustain the administrative professional workforce at Duquesne University in their professional growth. Since 2002, there have been 18 cohort programs offered and more than 300 administrators who have completed the program.

The **School of Law** hosted *Plea Bargaining After Lafler and Frye*, a symposium for U.S. legal scholars and jurists to review plea bargaining after two U.S. Supreme Court decisions. The American Bar Association's Criminal Justice Section, White Collar Crime Committee Mid-Atlantic Region, collaborated with the school's criminal justice program on the symposium.

Gumberg Library obtained for the Duquesne community more than 15,000 items from other libraries via ILLiad and E-ZBorrow, of which 4,878 were articles obtained via Rapid ILL in an average turnaround time of 11.6 hours.

The **School of Law** hosted *Technology and the Teaching of Legal Research and Writing*, the third legal writing conference for scholars from law schools across the country.

The **School of Leadership's** executive certificate in financial planning program experienced substantial growth, and the CFP Advisory Board has assisted in expanding the reputation of the program and in laying the groundwork for a scholarship program currently under development.

The **University Counseling Center** created a new training curriculum for post-doctoral residents, half of which emphasizes the psychodynamic diagnosis of clients.

The **Office of Undergraduate Advisement** worked with undergraduate advisors and schools to review the results of the student expectations survey. Best practices and areas for improvement were examined and implemented. Advisors participated in a professional coaching program to provide them with coaching techniques to use in their interactions with students.

Spiritan Campus Ministry hosted monthly Libermann Luncheons, which attracted an average of 50 attendees, including faculty, staff and administration. Each luncheon features a different speaker, all of whom focus on an aspect of the theme *Food for the Soul*.

The University's **women's indoor track team** finished a school-best No. 3 at the Atlantic 10 Championship.

The **McAnulty College** launched a new program that allows students pursuing their master's degrees in English to obtain a concentration in Journalism and Multimedia Arts. The new program attracted numerous graduate applicants in its first year.

More than 40 faculty members served as faculty passengers or took part in the **Commuter Affairs Office** weekly PB&J program in the Commuter Center.

2012-2013 marked the sixth year of the University's **staff minority internship program**. Since its inception in 2007, a total of nine individuals have been hired as interns, six of whom obtained permanent employment at Duquesne.

For the first time in Duquesne history, the market value of the **University's endowment fund surpassed \$200 million**.

The **School of Law** began 13 concentrations to organize the curriculum and reflect students' individual career plans.

PROGRAM GROWTH & DEVELOPMENT



Duquesne's first-ever **Family Weekend** was held in October. Highlights included a Family Jam at the Red Ring, Dukefest at the A.J. Palumbo Center, academic open houses, Residence Life and Commuter open houses, a Dukes football game, Mass and the president's brunch.

The **Health Service** department re-established its Student Health Advisory Council, implementing health and wellness programs and events throughout campus.

Bishop David Zubik made a pastoral visit to Duquesne, discussing social justice and service. Approximately 1,000 students attended the event, including representatives from every fraternity and sorority on campus.

Career Services sponsored three on-campus job fairs and participated as a co-sponsor of five additional regional fairs. These fairs offered 1,511 student and alumni participants the opportunity to network with representatives from 505 companies and organizations.

The **School of Law** worked with state and county bar association leaders to develop and launch a new capstone course in lawyering skills, a course now considered a national model for law schools.

PROGRAM GROWTH & DEVELOPMENT

The **University Counseling Center** created and implemented a Mindfulness and Self-Compassion group for students.

In collaboration with academic schools and **Public Affairs**, the **Enrollment Management Group** developed the University's first graduate program viewbook.

The international relations program in the **McAnulty College** established an early assurance agreement that allows Duquesne students to be accepted early for master's programs at the University of Pittsburgh's Graduate School of Public and International Affairs. This acceptance includes guaranteed scholarship funding for the duration of the program.

The **Center for Pharmacy Care** collaborated with the University's **Benefits Office** to continue the Know Your Numbers campaign for the third consecutive year, serving a total of 297 patients.

Career Services facilitated 1,266 on-campus interviews, which were conducted by 45 different companies for 140 internship and full-time positions in fields such as accounting, retail, management, marketing, pharmacy and information systems.

The number of multicultural students employed as **Commuter Assistants** was increased by 7 percent.

The psychology department in the **McAnulty College** established a functional neuropsychology lab. In its first year, research generated in that lab was used to devise and present research projects, one of which won second prize at the University's Undergraduate Research and Scholarship Symposium.

After several years of study and consideration, the **School of Law** implemented important curricular changes to ensure course work and practical skills training reflect changes in legal professions today.

The **Student Government Association** collaborated with **Athletics** and many other student organizations to host an expanded second annual Welcome Back Tip-Off Tailgate at the A.J. Palumbo Center prior to the Dukes' first conference basketball game.

Spiritan Campus Ministry collaborated with Crossroads Christian Fellowship to plan events for the Week of Christian Unity on campus, including Taizé prayer in the Chapel of the Holy Spirit and an evening of open discussion on faith and denominations.

The **McAnulty College's** Scholar-in-Residence program continued to expand. Since 2008, the College has hosted more than 20 domestic and foreign scholars. Five new scholars came to campus in 2012-2013.

The **Weber Learning Skills Center** provided more than 1,000 hours of tutoring to more than 500 students in 2012-2013.

The **Italian Campus** program sponsored an annual friends and alumni trip for 25 to Rome and *The Undiscovered Coast of Italy: Puglia and Basilicata*. The group stopped at the University's Rome campus briefly to meet students and learn more about Duquesne's efforts in Rome.

Gumberg Library digitized an additional 20,000 pages of the *Pittsburgh Catholic*. The full text of the newspaper is now searchable from 1844 through 1957. The *Pittsburgh Catholic* digitization project has been featured nationally and supports the vision of the Catholic Resources Research Alliance to increase scholarly access to unique Catholic resources.

The **School of Law** launched several blogs, including *DugCrim*, a blog by the criminal justice program, and *The Common Plea*, a career services blog for students and alumni.

PROGRAM GROWTH & DEVELOPMENT

The **McAnulty College** launched new study-abroad courses taught by professors from the school in Vienna, Krakow, Rome and Naples.

The University's **women's lacrosse team**, which finished No. 2 in the A-10 regular season standings for the second consecutive year, advanced to the A-10 Championship final.

The **Student Government Association** approved the Collegiate 100 as a newly recognized student organization. Duquesne University's Collegiate 100 is the first collegiate chapter of the national 100 Black Men of America organization that has been established in Pennsylvania.

The **Commuter Affairs Office** Meet Programs, which help students to gain a better understanding of diversity, included Greek culture, Orthodox religion, Middle Eastern culture, Muslim religion, Chinese Culture and Catholicism.

Close to 20 percent of the student body is affiliated with a social **Greek Life** organization, and 125 more students participated in Greek Life in 2012-2013 than the prior year.

The **Weber Learning Skills Center** served 104 students through the Act 101 program in 2012-2013. At the end of the year, 97 percent of the students were in good academic standing with a cumulative QPA of 2.0 or higher.

The University's **English as a Second Language** program increased course enrollment 21 percent, growing the program to its largest enrollment in its 25-year history.

Through the **Office of Financial Aid**, the Stafford Loan default rates released in 2012-2013 were well below the national average. This is attributed to the University's continued guidance and interview process provided to students.

Spiritan Campus Ministry launched a vocation discernment group for students that includes meetings focused on prayer and conversation about discernment, religious life, the priesthood and other topics.

Duquesne University's **international student population** increased by 14 percent, growing from 644 students in 2011-2012 to 735 students in 2012-2013. This includes notable increases in students from China, India and Saudi Arabia.

The University added three important exchange programs in 2012-2013: an agreement between the **School of Business** and the University of East London and ESSCA School of Management in Paris, and an agreement between the **McAnulty College** and Heidelberg University.

Duquesne's **Italian Campus** added a new four-week intensive experience during the month of May for students who can't spend an entire semester abroad but still want the experience. The inaugural 2013 program was completely enrolled, and the 2014 program already is full.

The **School of Leadership** celebrated the one-year anniversary for the newly formed Student Veterans Association. Established to serve students across the University, the group currently has 35 members and is growing steadily.

The University's **women's volleyball team** posted the second-most wins—22—in school history.

The **Office of Human Resources** successfully implemented the salary encumbrance project, using Beneficiency to survey eligible employees for the advance, track electronic signatures and process requests through download into Banner.

PROGRAM GROWTH & DEVELOPMENT

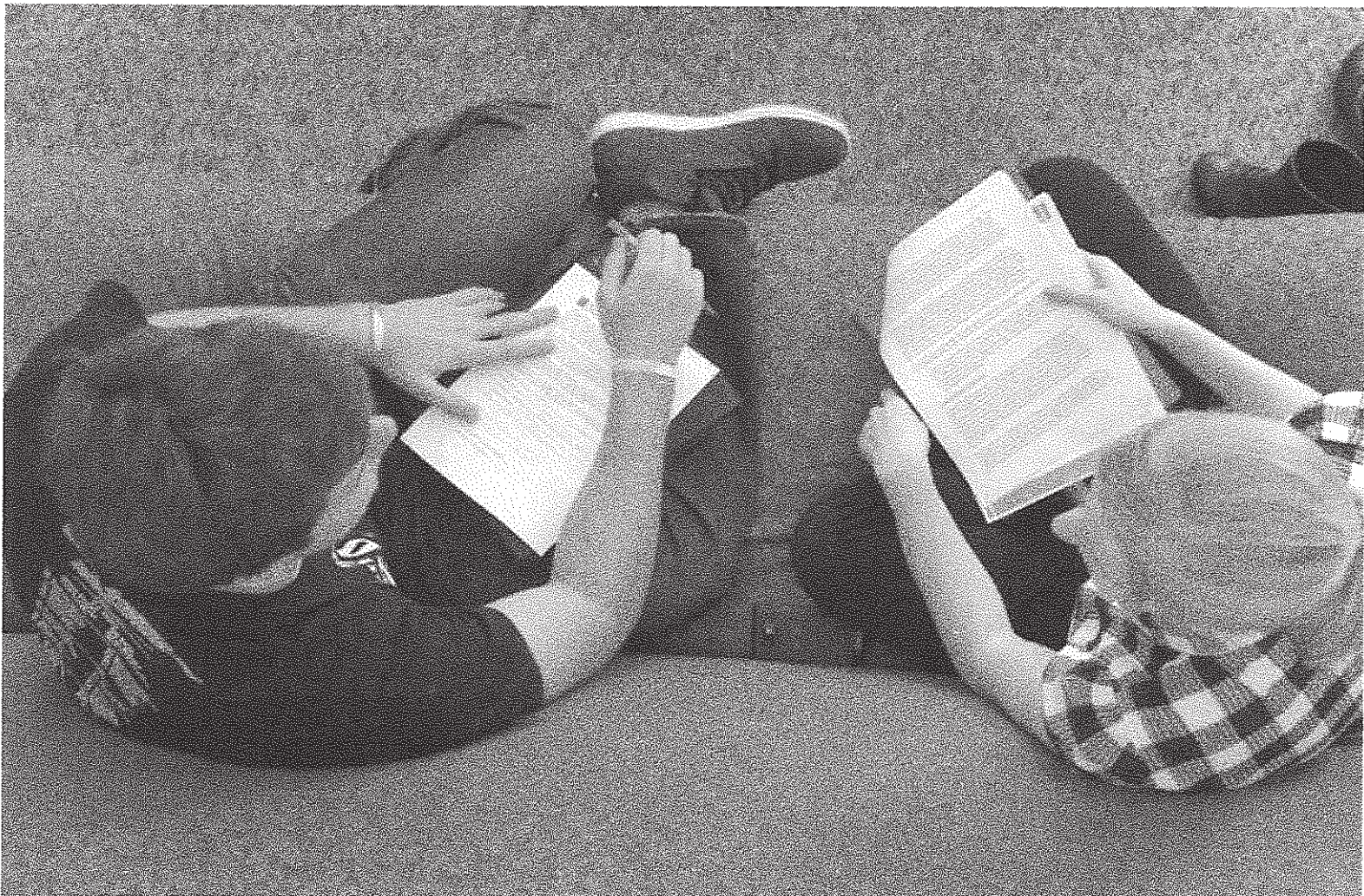
Duquesne University will launch **Duquesne in Dublin** this fall with 12 Duquesne students living at the Irish Spiritans' famous St. Michael's House and attending Ireland's top university, University College Dublin.

The **Center for Pharmaceutical Technology** expanded its training programs for the Food and Drug Administration and industry.

During spring break, Duquesne University offered eight faculty-led programs abroad, the most since **Spring Break Away** programming began in 2007. Faculty led 137 students on experiences in London, Rome, Florence, Vienna/Krakow, Belize, Costa Rica, Cologne and Nicaragua.

The University's **women's basketball team** made its fifth consecutive post-season appearance.

The **McAnulty College** hosted three on-campus speaker events with the National Institute for Newman Studies: *Newman on the Development of Doctrine: The Myth of the Rational Assessment of Christianity* in September; *Tradition and Deconstruction* in December; and *Did Mary Die? Newman on Sin, Death and Mary's Mortality* in April.



PROGRAM GROWTH & DEVELOPMENT

Over the past four years, **Gumberg Library** has digitized approximately 830 unique titles that have been viewed more than 146,000 times by a worldwide audience through the Internet Archive. The online Spiritan Collection has been accessed from 119 different countries, including 28 African nations.

The **Center for Student Involvement, McAnulty College** and Campus Labs established a pilot e-portfolio involvement record using Campus Link. Creation of student e-portfolios was integrated into the curriculum of select liberal arts classes.

The **Greek Life** community reinstated the Theta chapter of Delta Sigma Theta, a historically African-American sorority. This brings the number of sororities on campus to eight.

Residence Life's focus on diversity included resident director training with the Office of Multicultural Affairs, a workshop focused on progressing toward a greater competency in areas concerning diversity and multiculturalism, and two other diversity and inclusion workshops.

A new **SPIRIT Women's Leadership** certificate component was added to the SPIRIT Women's Leadership series resulting in a record number of participants.

Twelve members of the **Duquesne University Chapel of the Holy Spirit Choir** attended a workshop and were certified as National Pastoral Musician Association Cantors.

The philosophy department in the **McAnulty College** established a formal exchange relationship with the University of Heidelberg in Germany. The program will facilitate both student and faculty exchanges.

The **Center for Pharmacy Care** expanded its immunization services into a fully operational travel clinic, including registration as an official site for Yellow Fever vaccine and utilization of PASIIS for data reporting of adult vaccinations in Pennsylvania. The center also offered six flu clinics on campus and six flu clinics off campus, providing a total of 560 vaccinations.

The **Center for Pharmacy Care** collaborated with the University's **Benefits Office** to offer \$0 adult immunization copayments to all employees with active University health benefits.

A student **Executive Leaders Council** was established to include representatives from a number of student organizations. The Executive Leaders Council will serve as a student advisory group for the **Division of Student Life** as well as designated University initiatives.

The **Office of Human Resources** launched the Microsoft Office Superstar Training program, which improves employee knowledge of Microsoft Word, Excel, PowerPoint and Access. To date, 92 employees have completed the training.

Two-time Duquesne alumnus Gen. Michael V. Hayden returned to campus to present **Global Security in the 21st Century**, a free, public lecture, and to deliver the keynote address at the 14th annual Veterans Day Breakfast.

In collaboration with the **theology department** as part of its conference titled *Celebrating Fifty Years of Vatican II: The Contributions and Challenges of the African Church*, Mass was celebrated in the African tradition with Peter Cardinal Turkson as the main celebrant. **Bishop David Zubik** and **14 Spiritans** concelebrated this special liturgy.

PROGRAM GROWTH & DEVELOPMENT

The **John F. Donahue Graduate School of Business** introduced a redesigned, evening MBA program for working professionals that focuses on disciplines serving the major industries that are a hallmark of the Pittsburgh region.

The **Beard Institute** hosted a luncheon event, *Giving Voice to Values: The "How" of Business Ethics*, featuring Dr. Mary C. Gentile, director of the international Giving Voice to Values leadership program.

The **Beard Institute** attracted approximately 150 executives, academics and students to the sixth annual Beard Symposium, *100 Years of Sustainability*. Speakers included sustainability thought leaders and authors William McDonough and Andrew Winston.

The **Center for Green Industries and Sustainable Business Growth** presented its inaugural Pennsylvania Sustainable Small Business Award to ReAxis Inc. and its Sustainability Champion Award to the Green Building Alliance during the 2012 Beard Symposium.

Many of the main leadership positions on campus are held by **Greek Life** students. Eighteen of 19 Greek organizations report that at least 60 percent of their membership is involved in some other student organization on campus.

Through the **Office of Planning and Budget**, the University refinanced the Series A of 2004 tax-exempt bonds in fiscal year 2013, saving \$3 million over the remaining life of the bonds, or 12 percent on a net present value basis.

The **Title IX Coordinating Committee** worked with **Human Resources** to develop a Title IX/TAP 31 classroom-style presentation and revise the Blackboard training module. All University employees were required to participate in the sexual harassment prevention training with approximately 1,950 individuals trained either online or through classroom sessions.

The **Simon Silverman Phenomenology Center** successfully hosted its 31st annual Symposium on *Merleau-Ponty Into the Future*. Speakers and audience dialoged for two days on themes in Merleau-Ponty's philosophy and their relevance to questions of ecology, politics, aesthetics and history.

The **Office of Human Resources** successfully negotiated the addition of Duquesne University's **Center for Pharmacy Services** as a participant in the CVS Caremark Maintenance Choice program. This is the only non-CVS Caremark location permitted in the program.

Des Places Living Learning Center is complete and at full capacity with juniors, seniors and graduate students. The building was awarded LEED Gold Status, and the bicycle storage room was a great success with approximately 40 students using the service.

The **Department of Public Safety** entered into a pilot program initiated by the Clery Center that will assist the department in creating policies, practices, and most importantly, partnerships that will benefit the entire University community.

The **School of Leadership** hosted its second cohort of the Women in Mission program in Manila, Philippines. Designed to meet the educational needs of women religious in developing countries, the program provides an opportunity for Catholic sisters to earn their master's degrees from the School of Leadership and in so doing, gain the knowledge and skills to better carry out their apostolic service. As part of this effort, the school established a partnership with De La Salle University in Manila to ensure that the program continues for many years beyond Duquesne's direct involvement.



SERVICE & OUTREACH INITIATIVES

At the core of Duquesne's Catholic and Spiritan identity is a commitment to service and outreach. Our students, faculty and staff work diligently to improve the lives of disadvantaged and underserved individuals while building a stronger community overall.

Campus participation in **community engagement** is at an all-time high. In 2012-2013, 8,420 total volunteers—including 7,750 students and 680 employees—provided a total of 249,700 service hours and donated \$152,617.

The **School of Nursing's** nine nurse-managed wellness centers continue to serve older adults in various underserved Pittsburgh communities. A total of 1,878 clients received health promotion and disease prevention services last year from 13 faculty, five volunteers and 95 students.

School of Music students organized an inspiring performance of the Duquesne University Symphony Band for elementary students at St. Benedict the Moor School in the Hill District. This was the first step in a new collaboration between the Extra Mile Foundation and the music school to establish a school band program at St. Benedict the Moor School.

The Department of Mathematics and Computer Science in the **McAnulty College** developed a service-learning project with the Goodwill Computer Recycling Center in which students help to dismantle used computers, harvest their parts and rebuild them.

Through the Patient Safety and Clinical Pharmacy Services Collaborative, the **Center for Pharmacy Care** reached 3,429 patients in 2012-2013, providing access to medications for 115 patients, counseling on medication use to 1,185 patients, and providing preventive care services to 2,129.

Representatives from the **Center for Healthcare Ethics** organized and taught in the Ethics Teacher Training Course at the University of Namibia and worked with the National Bioethics Committee in Kingston, Jamaica.

Spiritane Campus Ministry helped to create an official Habitat for Humanity chapter on campus.

The **Division of Student Life** hosted a *Week of Giving* in collaboration with Catholic Charities. Members of the Student Life staff participated in week-long volunteer activities both on campus and at off-site locations.

The 23rd annual **Spring Clean-Up** attracted participation from 740 volunteers. This included 565 people from campus, 30 from the South Side and 145 from the Hill District. Students, faculty, staff, administrators and community residents worked side by side to pick up litter, clear illegal dump sites, plant flowers and build relationships with one another. More than 1,300 bags of trash and 200 tires were collected.

Representatives from the **School of Business** and the **Office of the Controller** traveled to Tanzania to assist in the implementation of QuickBooks accounting software in the Spiritane schools.

SERVICE & OUTREACH INITIATIVES

The **Up 'til Dawn** organization's letter-writing campaign raised nearly \$24,000 to benefit St. Jude Hospital.

Commuter Affairs staff serve as members of Pittsburgh's Responsibility Hospitality Institute, which strives to improve quality-of-life issues and better community relations between South Side residents and Duquesne students.

The **Office of Student Conduct** participated in the Pittsburgh Social Plan Personal Accountability committee, including discussion with other universities and community members to improve neighborhood relations in South Side and Oakland.

Students from the journalism and multimedia arts department of the **McAnulty College** worked as pro-bono media consultants at the Sept. 11 Families Association and Tribute Center, a visitor center and museum at ground zero in Manhattan.

The **English as a Second Language** program and the **Gumberg Library Curriculum Center** collaborated to increase access to reading and instructional materials appropriate for ESL learners.



SERVICE & OUTREACH INITIATIVES

The **School of Education's** Barbara A. Sizemore Urban Education Initiative continued to build upon its work to prepare leaders who can address the needs confronted by children and youth in urban centers. The year culminated in the fourth annual Sizemore Summer Conference, *Education as a Practice of Freedom: Continuing the Legacy 150 Years After the Emancipation Proclamation*, which was attended by more than 300 teachers and administrators from the Pittsburgh region.

More than 150 students from the **School of Pharmacy** met with their senators and representatives in Washington, D.C., to advocate for the role of pharmacy in the improvement of patient health care outcomes.

DUV sponsored many University-wide philanthropic projects, including the American Cancer Society's Daffodil Days, which raised more than \$5,500; the campus student organization initiative for Hurricane Sandy relief; and 12 holiday-based drives.

The modern languages and literatures department of the **McAnulty College** hosted its sixth annual Human Rights Film Series, *Repression and Resilience*. The series is supported also by the Pittsburgh Human Rights Network.

A survey was conducted by the **Office of Greek Life** and the **Development Office** that showed that Greek Life alumni contribute greater amounts of money to Duquesne compared to non-Greek Life alumni.

Residence Life efforts to educate students on sustainability were expanded to include a week of activities for Earth Week 2013. Additionally, Des Places residents signed a special pledge to lead more sustainable lives.

The **Office of Student Conduct** established the University's first Autism Awareness Month in collaboration with **Student Life** and **Academic Affairs**.

In 2012-2013, 70 students participated in four **Cross-Cultural Mission Experiences**, traveling to Immokalee, Fla.; New Orleans, La.; and Baileysville, W.Va. In each location, students met and worked with community members, experienced local culture, and engaged in service and advocacy work. Over the summer, 10 students traveled to the **Spirititan Mission in San Juan de la Maguana** in the Dominican Republic and facilitated a week-long summer camp for youth.

In 2012-2013, the **Center for Pharmacy Services** in the Hill District processed 34,501 prescriptions, an increase of 41 percent over the prior year. The pharmacy also served 3,944 unique patients and completed more than 10,000 direct patient encounters.

In the **Bayer School**, the Department of Chemistry and Biochemistry continued its participation in the American Chemical Society's Project SEED by providing summer research opportunities to six financially disadvantaged high school students in the summer of 2013.

For the second year in a row, the **English as a Second Language** program hosted the annual conference of Three Rivers Teachers of English as a Second Language. More than 100 teachers of English as a Second Language from southwestern Pennsylvania attended.

Greek Week's Red Cross Blood Drive collected 147 pints of blood.

DUV was awarded a **PA Campus Compact Grant** for 15 AmeriCorps Community Fellows who provided 300 hours of service to assist at-risk youth in after-school programs.

SERVICE & OUTREACH INITIATIVES

More than 130 active liturgical volunteers with **Spiritan Campus Ministry** help to make faith life and liturgies on campus thrive and flourish. These volunteers include current students, employees and alumni.

A community partner with the Allegheny County Library Association's One Book, One Community initiative since 2007, **Gumberg Library** promoted the 2013 title—*People of the Book* by Geraldine Brooks—by hosting an event.

Clinical outcome reporting revealed that pharmacist interventions through the **Center for Pharmacy Care** prevented eight adverse drug reactions, helped 56 patients show therapeutic improvement, minimized 28 side effects, reflected 12 drug-cost savings and improved adherence in 44 patients.

The **McAnulty College** funded and hosted the third annual Black Aesthetics event. This year's two-day conference, *Black Existentialism*, showcased academic research as well as dance and music performances.

With 140 active members, **Gamma Sigma Sigma**, a service organization, recorded nearly 15,000 hours of service.

The **Weber Learning Skills Center** continued its 15-year relationship with the Thea Bowman School, the oldest and largest African-American Catholic school operating in Pittsburgh's East End. In 2012-2013, the **Gussin Spiritan Division** and the Learning Skills Center, in cooperation with the **School of Law**, co-sponsored the fifth annual campus tour for 22 Thea Bowman School students, who visited different schools on campus to learn about different possibilities for future career paths and avenues of study.

The **Bayer School's** forensic science and law program hosted the ninth annual Forensic Science and Law Phi Sigma Lambda Summer Workshop, with 24 high school students attending the four-day workshop on campus.

Residence Life participated in a number of community service initiatives, including donating clothing, food and small appliances to No Strings and Jubilee Kitchen; supporting seven underprivileged children through Save the Children Foundation; and providing funds for sixteen micro-loans for underprivileged small business owners in third-world countries.

For the second consecutive year, the **School of Education** sponsored a *Schools to Watch* summit, a state and national initiative that evaluates middle school achievement with the ultimate goal of developing a set of standards for that ensures the high achievement of all middle school students.

The **Bayer School's** physics department partnered with the leadership of the Carnegie Science Center's Girls, Math and Science Partnership to host female participants for two days of immersion in physics, career opportunities and student-led, hands-on activities in Duquesne's physics labs.

The **Center for Pharmacy Services** provided services at more than 35 community events in underserved areas. Services reached 1,004 patients and included screenings for cholesterol, blood glucose, bone density and HGAIC; free vaccinations; and disease management counseling.

More than 60 **Gussin Spiritan Division** students participated in service-learning courses that provided them the opportunity to serve as tutors to students in kindergarten through high school.

SERVICE & OUTREACH INITIATIVES

Center for Environmental Research and Education

faculty gave nine public presentations around the region on issues related to the Marcellus Shale. CERE faculty also presented *Environmental Impacts of Shale Gas Extraction* to the board of directors of the National Catholic Rural Life Conference.

The eight residential learning communities of the **McAnulty College** engaged nearly 300 first-year students in service-learning to the Pittsburgh community. Many of the projects worked within governmental, nonprofit or faith-based programs.

The **Bayer School's** Department of Biological Sciences coordinated the *Scientastic!* Science Summer Camp for the Center of Life's Fusion Program. The six-week camp hosted approximately 120 elementary children in the underserved Hazelwood neighborhood.

The Weber Learning Skills Center

in partnership with the Jerome Bettis Bus Stops Here Foundation, hosted a computer camp to teach practical computer skills to underserved inner-city youth. To date, 136 students have completed the program.

The Center for Pharmacy Care

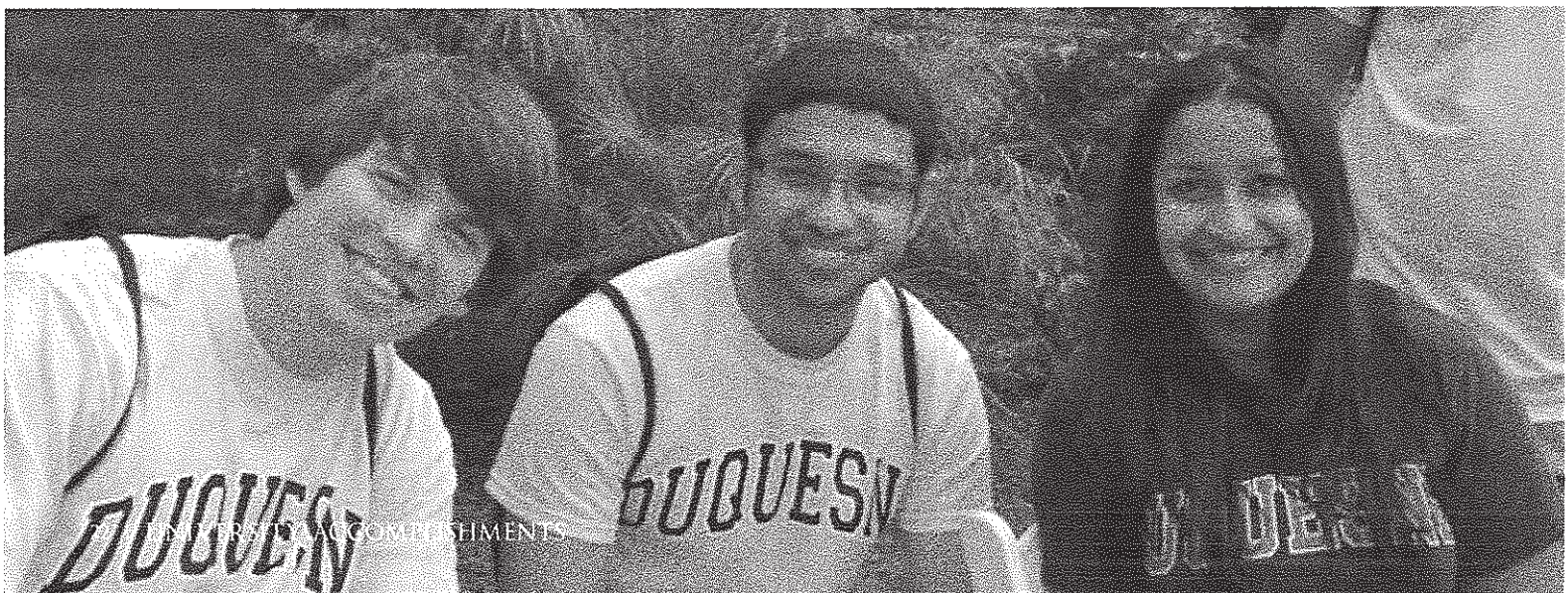
expanded efforts to serve vulnerable populations through DM³ programs, increasing patients served in 2013 to 103, up from 78 in 2012.

Residence Life's furniture renewal plan included donating old furniture to local charities rather than disposing of it. In total, more than 400 sets of furniture that otherwise would have been destroyed were donated to the local community, and the volume of waste generated by the project was reduced by 78 percent over the past two years due to the donation efforts.

More than 70 weddings were celebrated in the Duquesne University **Chapel of the Holy Spirit**, and most were celebrated by **Spiritan** priests.

The **Bayer School's** Department of Biological Sciences continued its third year of participation in the SIGMA Science Mentorship Initiative, which brings African-American high school students to Duquesne to participate in weekend laboratory workshops and scientific career discussions.

The **Office of International Programs** finalized a formal conditional admission policy in conjunction with **Enrollment Management** to allow graduate programs to accept academically talented international students who can benefit from English language support. The goal is to rely on the University's strong **English as a Second Language** program to facilitate and increase graduate school enrollments by providing talented students with advanced English language support.



SERVICE & OUTREACH INITIATIVES

School of Pharmacy students participated in pharmacy practice experiences that served the needs of various disadvantaged populations, including working with homeless women at Bethlehem Haven, the underinsured at Catholic Charities Free Health Care Clinic, and those with drug and alcohol dependencies at the Salvation Army.

In 2012-2013, the **Weber Learning Skills Center** connected 30 work-study tutors with the Program for Academic Coaching through Tutoring to provide in-school, after-school and Saturday morning, on-campus tutoring for children residing in underserved areas of Pittsburgh, including the Hill District.

Students in the Department of Speech-Language Pathology in the **Rangos School** provided 2,734 clinical evaluation and treatment sessions in the Speech-Language-Hearing Clinic. Services were provided to members of the University and greater Pittsburgh communities. The clinic donated more than \$59,000 in services through employee discounts and income-based sliding fee adjustments.

In collaboration with the Hill House, **McAnulty College** hosted another 1,000 *Stories* public reading. The topic was emotional connections to food, eating, health and cooking.

The **Palumbo-Donahue School of Business** sports marketing program partnered with the Josh Gibson Foundation and Pittsburgh Public Schools to develop the Business of Sports Academy, a high school business administration program that allows students at Pittsburgh Public Schools' Carrick High School, Carrick, and Westinghouse Academy, Homewood, to earn Duquesne University credits.

As a staff, **Career Services** contributed more than \$800 to three selected charities during the academic year through its Jeans for Charity program, and participated in service projects throughout the year for such organizations as Habitat for Humanity and Catholic Charities.

The **McAnulty College** partnered with the **Honors College** to host an event to commemorate the work of Pittsburgh playwright August Wilson. The event took place at Wilson's birthplace in the Hill District.

The **Health Service** department collaborated with **Greek Life** on bystander awareness, alcohol awareness and breast cancer awareness; the **School of Nursing** on Nurse-Managed Wellness Center development; and the **School of Pharmacy** on immunization clinics.

Through the Spirit of Health Initiative, the **School of Pharmacy** provided 701 influenza vaccinations at no cost to adults in underserved areas of Pittsburgh and surrounding communities. In addition, the initiative screened a total of 1,425 patients for blood pressure, cholesterol, bone density and body composition.

In May, the **Center for Pharmaceutical Information** received its 30,000th request for drug information. The Center accepts telephone requests on all aspects of drug therapy from physicians, nurses, pharmacists and the general public.

The **Weber Learning Skills Center's** Summer Institute, which exposes high school juniors and seniors to Duquesne University, has hosted 146 students to date. Of those for whom up-to-date information exists, 97 percent are attending college, including 18 percent who are attending or have attended Duquesne.

A Ph.D. student in the philosophy department of the **McAnulty College** taught at the Spiritan Seminary in Ejisu, Ghana, during the spring semester. The initiative was part of an ongoing commitment of the College to sponsor graduate student teaching in Africa.



GRANTS & SCHOLARLY ACHIEVEMENTS

The teacher-scholar model is central to Duquesne's commitment to academic excellence. Our faculty are at once exceptional teachers and world-class researchers and scholars. The work they do plays an important role in building our national reputation.

The **Office of Research** helped to increase University-wide external funding by \$1.4 million from \$8.2 million to \$9.6 million.

For the 10th consecutive year, Duquesne University has received a grant from the U.S. Department of Health and Human Services for **School of Nursing** graduate students who plan to be—or who currently are and intend to continue to be—nurse educators. The \$457,745 grant is the highest awarded to any nursing school in Pennsylvania and the 11th highest in the United States.

Faculty in the **McAnulty College and Graduate School of Liberal Arts** produced 15 monographs; five edited volumes and textbooks; 161 book chapters, articles and encyclopedia entries; and one documentary film.

Faculty in the **School of Pharmacy** were awarded a total of \$2,476,093 in external grant funding for the 2012-2013 academic year.

The physical therapy department in the **Rangos School** secured a total of \$26,500 in external funding.

English as a Second Language faculty made four scholarly presentations in 2012-2013.

Two **McAnulty College** students received Fulbright Awards. A philosophy major has been funded to study for a year at Kassel University in Germany, and an international relations major has been funded to teach in the Slovak Republic.

Faculty in the **School of Pharmacy** were awarded five patents in the 2012-2013 academic year.

The **Bayer School** sent 28 undergraduate students to present their research at regional and national conferences such as the American Chemical Society National Meeting, the American Physical Society Meeting, the Federation of American Societies for Experimental Biology and the Pennsylvania Forensic Science Research Exchange.

The **School of Education** helped to lead the Carnegie Project on the Education Doctorate as the initiative completed the third year of a \$700,000 Department of Education FIPSE grant, which investigates how schools of education are redesigning their Ed.D. degrees as professional practice degrees.

The **Office of Research** helped to increase grant requests to foundations by 55 percent, resulting in an increase of \$260,000 in grant awards from foundations.

School of Education faculty and administrators were awarded \$920,182 in external funding in support of scholarship and research that informs the policy priorities of local foundations as well as the needs of professionals, children and youth in schools and community organizations.

GRANTS & SCHOLARLY ACHIEVEMENTS

Funding for the **Center for Pharmacy Services** included a \$10,000 grant from the Portiuncula Foundation, a \$100,000 grant from the McAuley Foundation, a \$20,000 grant from the PNC Charitable Trust and a \$50,000 grant from the McCune Foundation.

School of Education

faculty produced 171 national and international refereed presentations and published 93 journal articles, 17 books, 54 book chapters and three edited conference proceedings.

Faculty members in the **Bayer School** published 58 peer-reviewed journal articles, including publications in the prestigious journals *Nature* and the *Proceedings of the National Academy of Science*. Faculty members also filed seven patent applications.

The **Office of Research** helped to increase the amount of F&A funds awarded from \$926,756 to \$1,066,577.

Faculty in the **McAnulty College** received prestigious grants and awards, including a \$30,000 grant from the Alcoa Foundation to continue *Diversity in Computational Technology*, a \$185,240 grant from the National Science Foundation for *RUI: New Applications of Curvature in Image Processing*, a \$24,998 grant from the National Endowment

for the Humanities for *Is That You, Mr. Lincoln? Applying Authorship Attribution to the Early Political Writings of Abraham Lincoln*, a \$50,400 award from the National Endowment for the Humanities for *Cold War Modernists*, an \$18,500 additional grant from the Knight Foundation, and a \$41,000 grant from the Wake Forest Character Project for *Virtue, Providence and the Moral Life: Retrieving the Stoics for Contemporary Christian Ethics*.

Faculty in the **Rangos School** produced 31 peer-reviewed publications, three book chapters, two books and one textbook ancillary. They also delivered 29 presentations or research posters and four educational workshops.

Career Services staff attended and presented programs at professional conferences including the Pennsylvania Association of Colleges and Employers and the Eastern Association of Colleges and Employers.

Duquesne University's **Small Business Development Center** earned a grant from the U.S. Small Business Administration to help unemployed individuals transition into entrepreneurs. Program participants received 15 hours of training, five hours of consulting and a certificate of completion.

The **School of Law** received two grants totaling \$750,000 to purchase technology and furnishings for the new home of the Clinical Legal Education Program. The facility, opening at 914 Fifth Ave., doubles available space and allows Duquesne's law clinics to better serve students and provide legal services to people who cannot afford legal representation.

Twelve of the University's 16 **athletics programs** scored above the national average in their respective sports according to the latest multi-year Academic Progress Rate report released in May.

Faculty of the **Palumbo-Donahue School of Business** published 54 peer-reviewed scholarly articles in academic journals; presented 49 peer-reviewed papers at regional, national and international conferences; published 11 chapters in scholarly books; and produced five books.

The first startup company from the **McAnulty College and Graduate School of Liberal Arts** was launched from a subcontract on nearly \$700,000 in Defense Advanced Research Project Agency funding.

GRANTS & SCHOLARLY ACHIEVEMENTS

The overall GPA for Duquesne's **athletics teams** was 3.25. In addition, 14 of 16 teams posted a GPA of 3.0 or better for the academic year, and two-thirds of all student-athletes posted GPAs of 3.0 or above.

The **School of Law** faculty continued to publish high-quality scholarship, including work in the *American Journal of Bioethics*, *Scientific Evidence*; supplements to *Corbin on Contracts* volumes; *Federal Litigator*, a new book on civil procedure; and the *Federal Civil Rules Handbook*, a leading work for lawyers in federal court.

Career Services secured a \$5,000 grant from the Target Community Foundation to develop and implement a career leadership program for the **School of Pharmacy** and a \$1,000 grant from the Pennsylvania Association of Colleges and Employers to develop and implement the International Career Symposium in collaboration with the University of Pittsburgh.

The **School of Law's** Black Law Students Association team won the Thurgood Marshall Mock Trial Competition regional championship.

The **Undergraduate Research and Scholarship Symposium** celebrated its fifth year with 165 student participants, a 24 percent increase over the previous year.

Through the **Office of the Controller**, the University applied for and received its first ever Modified Total Direct Cost overhead rate on federal grants. Under MTDC, the University is afforded greater budgeting flexibility in that all research costs are granted overhead.

Faculty in the **School of Pharmacy** made 16 podium or invited presentations, 40 poster presentations and three professional or continuing education presentations. They also published 45 peer-reviewed journal articles and one book.

The **School of Law's** Appellate Moot Court Board team took No. 2 out of 36 law schools and won Best Brief in the Jerome Prince Memorial Evidence Competition.

Career Services staff members serve on regional advisory boards, executive boards and committees for local and regional associations, including the Pittsburgh Airport-Area Chamber of Commerce, the Western PA Career Services Association, the Pennsylvania Association of Colleges and Employers and Creative Careers Consortium.

The **Cyril H. Wecht Institute of Forensic Science and Law** completed a \$50,000 grant from the Sarah Scaife Foundation that enabled the institute to expand its distance-learning operation, develop new program content, produce promotional material and purchase office equipment and supplies.

The **Bayer School of Natural and Environmental Sciences** received \$4.3 million in grant funding from agencies such as the National Science Foundation, the National Institutes of Health and the Department of Energy. The awards fund, among other projects, scholarships for economically disadvantaged, academically talented students; the Department of Chemistry and Biochemistry's *Research Experience for Undergraduates* program; a Marcellus Shale gas extraction conference to be hosted in November; research to refine effective methods of teaching science, technology, engineering and math; research to monitor water quality in the lower Allegheny River; and research to compile comprehensive data for chemicals used as part of the fracking process in oil and gas extraction.

OPERATIONAL/INFRASTRUCTURE ENHANCEMENTS

By continuing to invest in new resources and initiatives, we make a bold statement about Duquesne University's future. We are committed to enhancing our campus environment in order to serve more, do more and be more.

The **Office of Research** helped to implement the Sedona scholarship software in all schools, enabling University-wide electronic scholarship reporting.

The continuation of a multi-year **Bayer School** renovation project funded by a \$1.7 million grant from the National Science Foundation was completed with the renovation of three research laboratories and two teaching laboratories in Mellon Hall.

The fourth year of **Residence Life's** 10-year housing renewal plan concluded with significant upgrades to existing facilities, including renovations to Towers and St. Ann's, and furniture replacement in Towers and St. Martin's.

The **Office of Enrollment Systems** worked with the **English as a Second Language** program to streamline the placement test recording and reporting process. Students' schedules now can be created in a faster, more efficient manner, assisting in the transition to their academic needs.

The **CTS Help Desk** was relocated from Rockwell Hall to the Duquesne Union, providing a more central location to support faculty, staff and students.

Five new classrooms in **Libermann Hall** were scheduled for the first time, and one of the five is a state-of-the-art lecture hall that seats 128 people. These rooms are equipped with cutting-edge technology, including projectors, computers and DVD/VCR combos, and two of the classrooms have symposium monitors.



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OPERATIONAL/INFRASTRUCTURE ENHANCEMENTS



Through the **Office of the Controller** and the University's partnership with PNC Bank Merchant Services, departments now have access to various wireless devices that facilitate taking credit card payments anywhere. Loaner devices are available for use without any investment in equipment cost.

A two-story in-fill was built in Duquesne Towers to house a new **Spiritan Campus Ministry** center and office spaces.

The **Caulfield Digital Media Center** in the McAnulty College underwent a nearly \$100,000 upgrade. Improvements included a new switcher and three new HD cameras. These upgrades bring the television studio to a state-of-the-art level.

The **Office of International Programs** introduced new social media technologies to gain access to certain Chinese social media that are normally restricted for access by Western servers. Because of this, Chinese applicants have been able to communicate more effectively with the University and with current students and other applicants.

OPERATIONAL/INFRASTRUCTURE ENHANCEMENTS

Graduate Admissions collaborated with the **School of Leadership, Institutional Research and Financial Aid** to implement a Web-based Veteran Tuition Calculator estimator for SLPA student usage.

Gumberg Library improved aesthetics and study environment on the fourth floor by creating a casual study area, reorganizing computers, installing additional charging stations and reorganizing the printing area. The library improved safety by replacing all three building elevators.

For the first time, the **Student Government Association, Residence Hall Association** and the **Commuter Council** elections were held online through the Campus Link platform, resulting in a record number of students voting. Also, a public polling election station was created in the Union to provide students with access to laptops on which to cast their vote.

The **Office of Enrollment Systems** oversaw the implementation of the Banner Document Management system for the Offices of Financial Aid, University Registrar and Undergraduate Admissions. Business practices will be more effective and sustainable with this new paperless process.

The **School of Leadership** adopted the Quality Matters course design evaluation methodology as a standard tool for ensuring the quality of its online courses. Two staff members are now certified as Quality Matters reviewers, and the school is using the QM approach as a means of evaluating and continually improving its online offerings.

The **School of Law** began using virtual desktops in the law library's Center for Legal Information.

The **Center for Student Involvement's** student organization registration process switched to a paperless online format through Campus Link.

A reorganization of the system through which the **Freshman Retention** team meets with grade-deficient students was implemented. With this more effective system, results indicate greater positive results in academic achievement.

The **School of Pharmacy** implemented an electronic portfolio and assessment system designed to link student mastery of experiential and continuous professional development activities to the school's competencies and learning outcomes.

The **English as a Second Language** program improved English language proficiency testing and placement into ESL levels by implementing new standardized tests.

Facilities Management completed a number of major projects for the University. They include a complete renovation of the Anna Schultz Building for the law clinic; renovation of the auxiliary gym in the A.J. Palumbo Center; demolition of the Bagamoyo Building and creation of a new parking lot in its place; laboratory renovations in Mellon Hall; total renovation of floors 1M, 2, 3, 7 and 8 in Libermann Hall; first floor renovations and fifth floor glass enclosures in the Union; and water line upgrades on Locust Street.

The **Italian Campus** underwent a number of improvements, including switching to faster satellite Internet, increasing the availability of its wireless network, refurbishing the faculty office, creating an assistant resident director office, and creating two new study rooms to give students a place to work on group projects together.

OPERATIONAL/INFRASTRUCTURE ENHANCEMENTS

Through efforts of the **Office of the University Registrar**, most students now can apply for graduation online using the Banner Self-Service system. The use of the system eliminated paper and data entry that was done both at the school level and by the Office of the University Registrar.

Computing and Technology Services saved the University more than \$500,000 through the continued virtualization of systems and upgrades of storage systems, the renegotiation of many academic software licenses, the move of the data center, and the offering of academic pricing and volume discounts to various departments throughout the University.

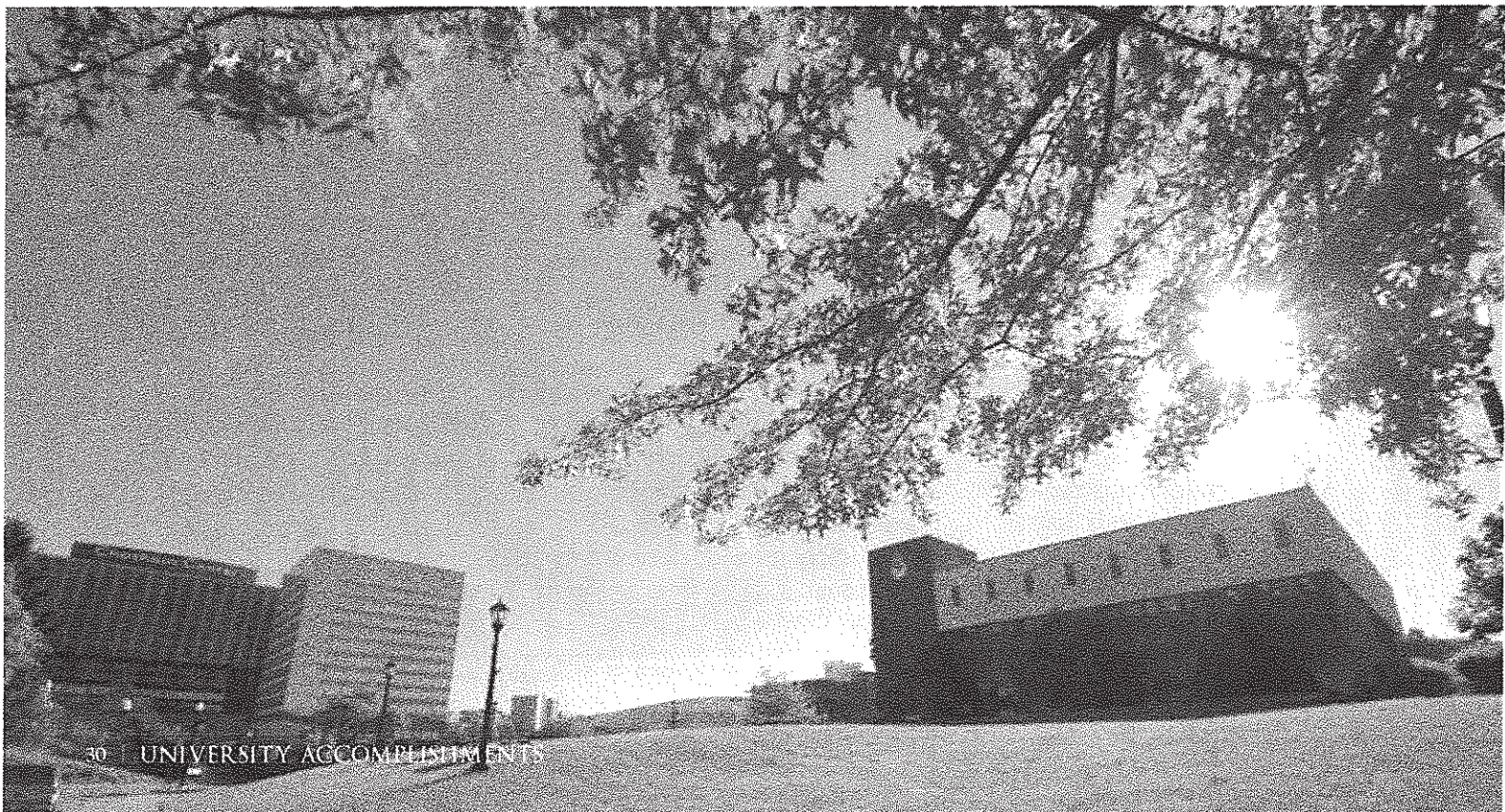
Gumberg Library responded to student requests for expanded library hours by adding more weekend hours to Friday and Saturday evenings in the fall semester and increasing hours on Fridays from 7 a.m. to 9 p.m. and on Saturdays from 10 a.m. to 9 p.m. These changes increased the total number of hours open during the academic year from 106 hours per week to 111 hours per week.

The Department of Occupational Therapy in the **Rangos School** developed a new learning environment on the ground floor of Libermann Hall. The new laboratory supports teaching in orthopedic, neurological and biomechanical intervention courses.

The **School of Pharmacy** implemented video conferencing capabilities in two classrooms on the second floor of the Bayer Learning Center and in a conference room on the fourth floor of Mellon Hall.

The **School of Law** established an information technology department and brought its SharePoint server online to facilitate the exchange of information among administrators, faculty and staff.

The teaching lab for the Department of Physician Assistant Studies in the **Rangos School** underwent an expansion for the start of the 2013-2014 academic year.



OPERATIONAL/INFRASTRUCTURE ENHANCEMENTS

The **Office of the Controller** launched the Banner Document Management System to allow budget managers to view images of invoices paid on their behalf. The system eliminates the need for paper files in Accounts Payable and the initiating departments.

The reorganization of the **Freshman Mentors** program eliminated mandatory meetings during Orientation. The **Freshman Development and Special Student Services Office** will continue to implement changes that will increase effectiveness to all students.

The **School of Leadership** completed and rolled out its online Faculty Resource Center, which houses all information to enable adjunct faculty to effectively work with the school and its students. The center provides resources on student issues and administrative matters and a wide array of training and educational materials, including more than 50 podcasts.

The **Health Service** department made a number of operational enhancements, including the implementation of an electronic medical record system, an electronic interface with UPMC Lab Services, and a nurse triage and dedicated telephone line for nurse messages.

Computing and Technology Services implemented document imaging for the Controller's Office, Admissions, Financial Aid and Registrar's Office. This will save on paper and increase operational efficiency.

The **School of Pharmacy** created a focal point for pharmacy professionalism in the Bayer Learning Center's rotunda with the installation of statues of Saints Cosmas and Damien, the patron saints of pharmacy, and the inscription of the *Oath of a Pharmacist*.

Collaborative efforts between the **Center for Student Involvement, Enrollment Management, Admissions, Freshman Development** and **CTS** implemented a successful online new student interest survey. This new paperless initiative generated a record number of responses and created a more timely result distribution.

A campus-wide project team implemented **25Live**, a new event management system acquired by the University in 2011. This new system gives faculty, staff and students the ability to view available space on campus and to book events and reserve space online. More than 150 shared spaces now can be reserved through the use of the new system.

The **Health Service** department expanded clinical services with volunteer hours from the **School of Nursing**.

The **Office of the Controller** launched Unimarket, which provides the University with online shopping cart conveniences. The system is being used predominantly in the sciences but will roll out to additional areas in the coming months.

The **School of Law** completed audio-visual equipment upgrades in more than half its classrooms.

Computing and Technology Services worked with **Admissions** to upgrade software that helped to improve electronic communications with prospective students.

FACULTY APPOINTMENTS & AWARDS

ENDOWED CHAIRHOLDERS

LAMBERT F. MINUCCI
**ENDOWED CHAIR IN ENGINEERING
 AND COMPUTATIONAL SCIENCES**



Dr. Jeffrey D. Madura
*Bayer School of Natural and
 Environmental Sciences*

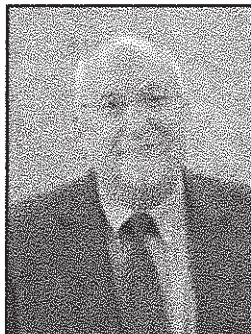
ANNA RANGOS RIZAKUS
**ENDOWED CHAIR FOR
 HEALTH SCIENCES AND ETHICS**



Dr. Diane L. Williams
*Rangos School of
 Health Sciences*

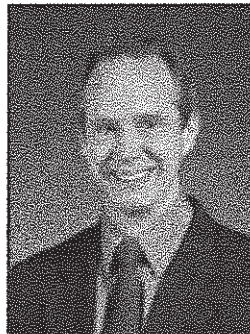
PRESIDENT'S DISTINGUISHED AWARD WINNERS

**EXCELLENCE IN
 SCHOLARSHIP**



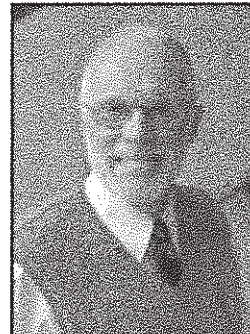
Dr. Ronald C. Arnett
*McAnulty College and Graduate
 School of Liberal Arts*

**EXCELLENCE IN
 TEACHING**



Dr. John A. Pollock
*Bayer School of Natural and
 Environmental Sciences*

**EXCELLENCE IN
 SERVICE TO THE MISSION**



Dr. James E. Henderson
School of Education

EUGENE P. BEARD FACULTY AWARD FOR LEADERSHIP IN ETHICS



Dr. Kathleen Glenister Roberts
*Honors College, McAnulty College and
 Graduate School of Liberal Arts*

ADDITIONAL ENDOWED CHAIRS & PROFESSORSHIPS

Rev. Henry Koren, C.S.Sp., Endowed Chair for Scholarly Excellence

Dr. Ronald Arnett, *McAnulty College*

Raymond J. Kelley Endowed Chair in International Relations

Dr. Clifford Bob, *McAnulty College*

Jacques Laval Endowed Chair in Justice for Vulnerable Populations

Sister Rosemary Donley, S.C., *School of Nursing*

Noble J. Dick Endowed Chair in Academic Leadership

Dr. James Drennen, *Mylan School of Pharmacy*

Rev. Adrian Van Kaam, C.S.Sp., Endowed Chair for Scholarly Excellence

Dr. Aleem Gangjee, *Mylan School of Pharmacy*

Rev. Joseph A. Lauritis, C.S.Sp., Endowed Chair in Teaching and Technology

Dr. Douglas Harper, *McAnulty College*

Rev. Martin Hehir, C.S.Sp., Endowed Chair for Scholarly Excellence

Dr. Tammy L. Hughes, *School of Education*

The Hillman Distinguished Professorship

Dr. Linda Kinnahan, *McAnulty College*

Rev. Francis Philben, C.S.Sp., Endowed Chair in African Studies

Dr. Lisa Lopez Levers, *School of Education*

Vernon F. Gallagher Chair for the Integration of Science, Theology, Philosophy and Law

Dr. Gerard Magill, *McAnulty College*

Ryan Endowed Chair in Newman Studies

Dr. Kevin Mongrain, *McAnulty College*

The Carol Los Mansmann Chair in Faculty Scholarship

Jane Campbell Moriarty, Esquire, *School of Law*

Donahue Chair in Investment Management

Thomas J. Nist, *Palumbo-Donahue School of Business*

Noble J. Dick Endowed Chair in Community Outreach

Dr. Lenore Resick, *School of Nursing*

Edward V. Fritzky Chair in Biotechnology and Leadership

Dr. Alan Seadler, *Office of the Provost*

Thomas J. and Marie C. Murrin Chair in Global Competitiveness

Dr. Robert Sroufe, *Palumbo-Donahue School of Business*

Rev. Pierre Schouver, C.S.Sp., Endowed Chair in Mission

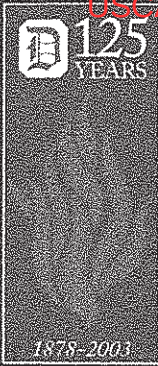
Rev. Elochukwu Uzukwu, C.S.Sp., *McAnulty College*

Jack W. Geltz Distinguished Piano Chair

David Allen Wehr, *Mary Pappert School of Music*



DUQUESNE
UNIVERSITY



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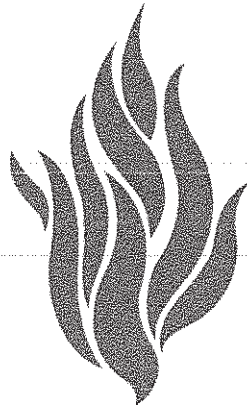
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PRESIDENT



Revised October 15, 2002

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Vision Statement

Duquesne University
will enter the first ranks of
American Catholic higher
education by emphasizing
our Spiritan identity and
mission, enhancing the
quality of our students'
experience and developing
our national reputation
for academic excellence.

EXHIBIT NO. ER-18 RECEIVED ✓ REJECTED

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CASE NO. CASE NAME Duquesne

NO. OF PAGES 6 DATE 4/27/15 REPORTER ECF

*Duquesne University will emphasize
"our Spiritan identity and mission."*

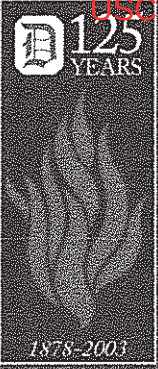
- 1.1 Commitment to the mission will be a factor in hiring and performance evaluations. A candidate's understanding of and willingness to contribute to the mission will be a part of the hiring process. Annual performance evaluations will include a discussion of mission.
- 1.2 Programs on the mission will be conducted regularly for all constituencies. All orientations of new students, faculty and staff will cover the mission. Periodic programs on mission themes will be offered for all.
- 1.3 A core curriculum of management skills will be provided to all supervisors. A training program for all supervisors will be added, including material on the mission.
- 1.4 The University Core will be revised to better embody the mission. The Core will include a dialogue on faith and reason. Theology and Philosophy will have a central role. The Core will include a global perspective.
- 1.5 Ethics will be incorporated into all degree programs. Additional courses or units on ethics and applied ethics will be added.
- 1.6 A center on Catholic Social Thought will be created. The focus will be on human dignity and social justice. The center will be interdisciplinary.
- 1.7 Campus ministry will be expanded. Campus ministry efforts will be integrated with other activities to infuse their influence throughout campus. The staff will be increased.
- 1.8 Off-campus retreat programs will be increased. An off-campus site will be identified as a primary locus for spiritual and mission-related programs.
- 1.9 Financial aid will be increased for those with need. More funds will be made available for financial assistance, especially in grant in aid.
- 1.10 The University will increase its diversity. Numbers from underrepresented groups will increase. More women and minorities will have leadership roles.

*Duquesne University will enhance
the "quality of our students' experience."*

- 2.1 Student admission will become more selective.
The average freshman SAT will rise by 5%.
The acceptance rate will decrease by 10%.
Endowed scholarships for merit will be increased.
- 2.2 The University will recruit students with records of leadership and service. These considerations will be underscored in admissions decisions.
- 2.3 Opportunities for leadership and service will be expanded. The numbers of leadership activities and service projects will be increased. Service-learning opportunities will be offered throughout our degree programs.
- 2.4 The Honors Program will be enhanced.
The curriculum in the Honors College will be changed to make our program distinctive and innovative. Links will be built among all University honors programs.
- 2.5 Student conduct will exemplify the University's values. Programs will be added that detail the University's expectations and values. The judicial system will be improved. Students will be surveyed as they enter and as they graduate to determine the impact of our values on their development.
- 2.6 The system of student advisement will be enhanced. More academic and career support will be offered to students. The tutoring system will be better coordinated and strengthened.
- 2.7 The facilities will be improved and the quality of residential life enhanced. A formal master plan for residence hall renovation will be established. Resident student satisfaction will be monitored.
- 2.8 A formal master campus plan will be created.
A detailed and environmentally responsible vision for the future development of the campus will be composed.
- 2.9 The University will support competitive varsity sports. University teams will be in the top half of their leagues. Team GPAs will be in the top half of their leagues.

*Duquesne University will develop
"our national reputation for academic excellence."*

- 3.1 Outstanding teacher-scholars will be hired, rewarded and retained. New faculty will have demonstrated potential for success as teachers and scholars. A comprehensive mentoring process will be established for new faculty. Faculty development opportunities will be expanded. Average salary for all ranks will be competitive and in the top quartile as reported annually by AAUP. Merit pay increases will be tied to performance evaluations.
- 3.2 The quality of all academic programs will be reviewed on a regular basis. A process will be devised and implemented for a review of the quality of all degree programs.
- 3.3 The University will place special emphasis on ethics, leadership, forensics, biotechnology, technology-enhanced teaching and learning, and community outreach. Special strengths in these areas will be fostered. Multidisciplinary efforts in these areas will be expanded, and the establishment of research centers will be encouraged.
- 3.4 Endowed support for faculty and academic programs will be increased. Ten new endowed faculty chairs will be added. Endowments for distinguished professorships, including visiting professorships, will be created. Endowments for academic programs will be increased.
- 3.5 Scholarly productivity will be increased. A benchmark year will be established, against which scholarly productivity will increase in quality and in quantity by 50%. There will be increased support for faculty scholarly activities, including summer support and course reduction opportunities.
- 3.6 Funding from extramural grants will be increased. Overhead income from grants will double. The Research Office will be expanded. A government liaison function will be added.
- 3.7 Undergraduate outcomes will be assessed. Every department will implement an assessment plan. Outcomes from the Core Curriculum will be assessed.
- 3.8 Graduate studies will be coordinated and strengthened. A Graduate Council will be established. Collaborations between programs will be encouraged. A marketing plan will be developed and implemented.
- 3.9 The library will become an improved academic resource. The library will be maintained and will perform at the level of peer institutions. The physical environment will be enhanced.
- 3.10 Instructional technology will be updated and used. A schedule for replacing technology will be established. Support for faculty use of technology will be increased to enhance student learning.





President Dougherty's Letter Addressing an NLRB Issue

Jun. 22, 2012

I write to provide a context for the University's assertion of its First Amendment right to religious exemption from the authority of the National Labor Relations Board (NLRB) to impose a union of our adjunct faculty on the University. I appreciate your patience for a long communication on a difficult situation.

The University was not aware of any general discontent among part-time faculty until an intention to unionize with the United Steelworkers was made public in the media. We literally found out about it in the newspapers. No group of adjuncts had approached the University to ask for dialogue.

It is important to point out that the University as such has no policies on adjuncts, only a definition. There are no University pay scales; these vary by College and Schools. They also vary by the role adjuncts play. In the professional schools, they often serve to add clinical experience. In the College, they tend to teach introductory level courses. There are no benefits or long term securities associated with these positions due to their ad hoc and transitory nature. Only in the last several years have the numbers of adjuncts in the College increased significantly. At the same time, there appear to be a growing number of part-time faculty who seek to make a full-time living by taking on multiple part-time assignments, often spread among several universities.

We are not unmindful of the teachings of the Catholic Church on labor. The Church continues to support the right of working men and women to organize. Our history of positive relations with our existing unions is evidence of our appreciation of this fact. Nevertheless, we believe that, in the case of faculty who are central to the core of who and what we are, concerns for our religious mission are a higher priority. These concerns certainly are a higher priority than deference to the machinery of NLRB regulation, which has no explicit expression in Church social teaching. In this context, the primary concern of the Church is that the dignity of men and women be respected at work, that they have fair pay and reasonable working conditions, and that they enjoy an atmosphere of dialogue in which their voices are heard. We are committed to these ideals.

Our specific concerns related to a union formed under the jurisdiction of the NLRB include the following. Could we lose our right to hire faculty members who would best advance our mission? Could our right to require mission orientation for faculty be challenged? Would we lose our ability to employ merit pay based on criteria that include commitment to the mission? Would grievance processes impede our ability to remove or refuse to rehire adjuncts who are hostile to our mission? Would an adversarial relationship develop between the University and our adjuncts, undermining our ability to build and sustain a sense of community around the academic core of our mission? Where would potential concessions on mission issues end? In short, the Steelworkers appear to be opening a path that could lead to the compromise or loss of our Catholic and Spiritan identity.

None of our faculty are steelworkers. We are not aware that the United Steelworkers has any prior experience representing faculty in Catholic universities. The purpose of Duquesne is education and the advancement of our mission. We do not want to run the risk that the Steelworkers would seek to influence issues at the university far beyond pay and other working conditions. We routinely engage in amicable and successful bargaining with our four existing unions, but none of these represent faculty. We can never risk bargaining away the core tenants of our mission.

The United States Supreme Court addressed many of these types of concerns in *Catholic Bishop v. NLRB*. In this case, the Supreme Court held that the First Amendment provides an exemption from NLRB jurisdiction in order to protect an institution's religious liberty and identity. Subsequent to the *Catholic Bishops* decision, a federal appellate court ruled that the NLRB-crafted test for religious exemption infringed on the First Amendment rights of religious institutions. That court established the proper criteria for religious exemption: 1) that an institution holds itself out to students, faculty and the community as providing a religious educational environment; 2) it is organized as a non-profit; and 3) it is affiliated with a religious institution. Duquesne clearly meets these standards.

Our position in this matter also is being advanced by two other Catholic universities: St. Xavier University in Chicago and Manhattan College in New York, who are also challenging the NLRB's asserting jurisdiction over faculty. Both of these universities have the explicit support in their positions from the Association of Catholic Colleges and Universities, which is the main membership organization of American Catholic higher education, representing over 200 Catholic universities. Their position is also endorsed by the Association of Jesuit Colleges and Universities (representing the 28 American Jesuit universities), the Conference on Mercy Higher Education (representing the 17 American Mercy universities), and the Lasallian Association of College and University Presidents (representing the six American Lasallian colleges and universities). This agreement on the need for preservation of religious exemption from NLRB jurisdiction represents an overwhelming consensus of opinion among the leadership of American Catholic higher education on this issue. It confirms our view that what we are doing is the right thing for the future of Duquesne University of the Holy Spirit.

USCA Case #18-1063

Document #1756721







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At the heart of this matter lies our ability to protect our mission. Duquesne has been faithful to our mission since its founding. We respect the unionized men and women at Duquesne and the contributions they have made and continue to make. Each member of our community is valued by the University, but some, including our faculty, stand at the core of our identity as a Catholic and Spiritan university.

There will be differing perspectives on these complex and challenging issues. Let us resolve to express these differences in a manner that is respectful of one another and that presumes the good will of all involved. Thank you again for your dedication to Duquesne.

Charles J. Dougherty, Ph.D.

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Duquesne University

Founded in 1878, Duquesne is consistently ranked among the nation's top Catholic research universities for its award-winning faculty and tradition of academic excellence. The University is nationally ranked by U.S. News and World Report and the Princeton Review for its rich academic programs in 10 schools of study for 10,000-plus graduate and undergraduate students, and by the Washington Monthly for service and contributing to students' social mobility. Duquesne is a member of the U.S. President's Higher Education Community Service Honor Roll with Distinction for its contributions to Pittsburgh and communities around the globe. The U.S. Environmental Protection Agency and the Princeton Review's Guide to Green Colleges acknowledge Duquesne's commitment to sustainability.

This release was posted on Friday, June 22nd, 2012 at 12:54 pm and is filed under [General](http://newsroom.duq.edu/category/general/) (<http://newsroom.duq.edu/category/general/>).

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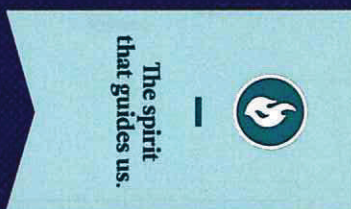
The knowledge
we gain in looking at
the world in new ways.
—
The success we find in
living a life that matters.

THE EXPERIENCE THAT
MAKES EACH OF US

SOMETHING
MORE.

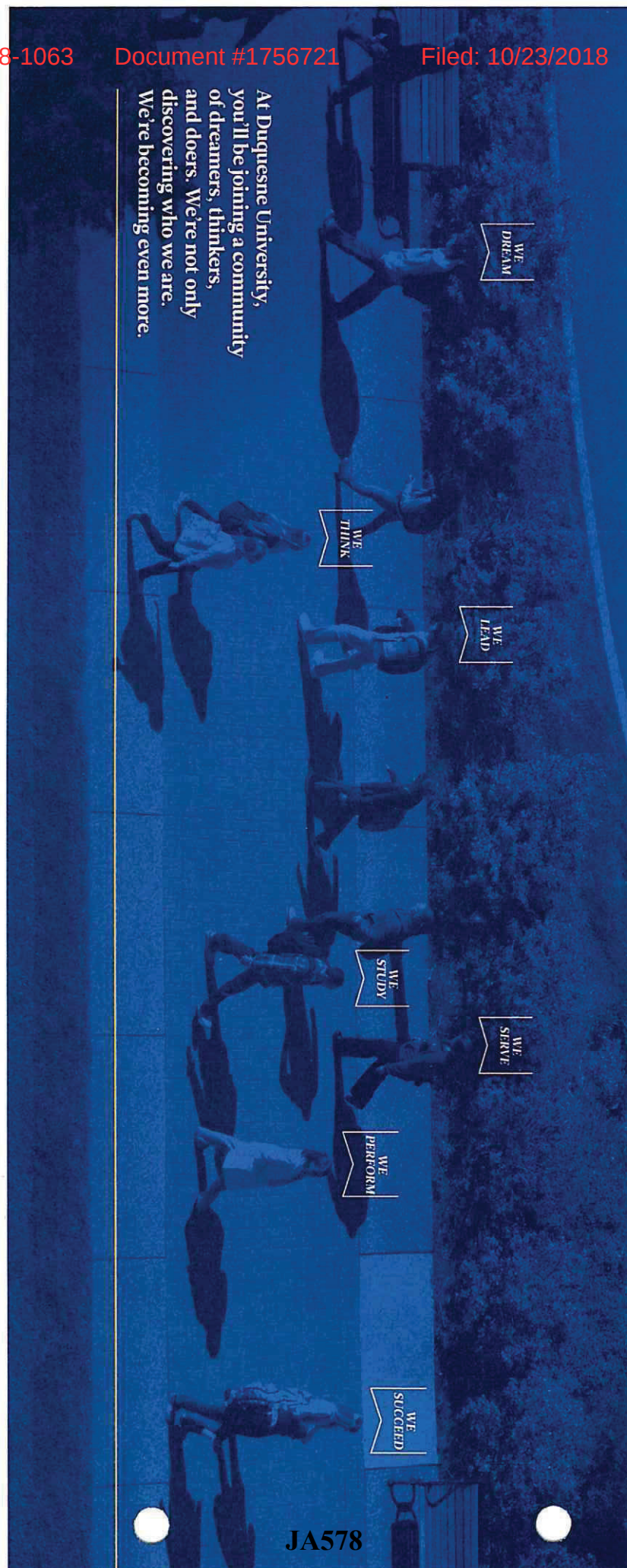


ER 22



JA577

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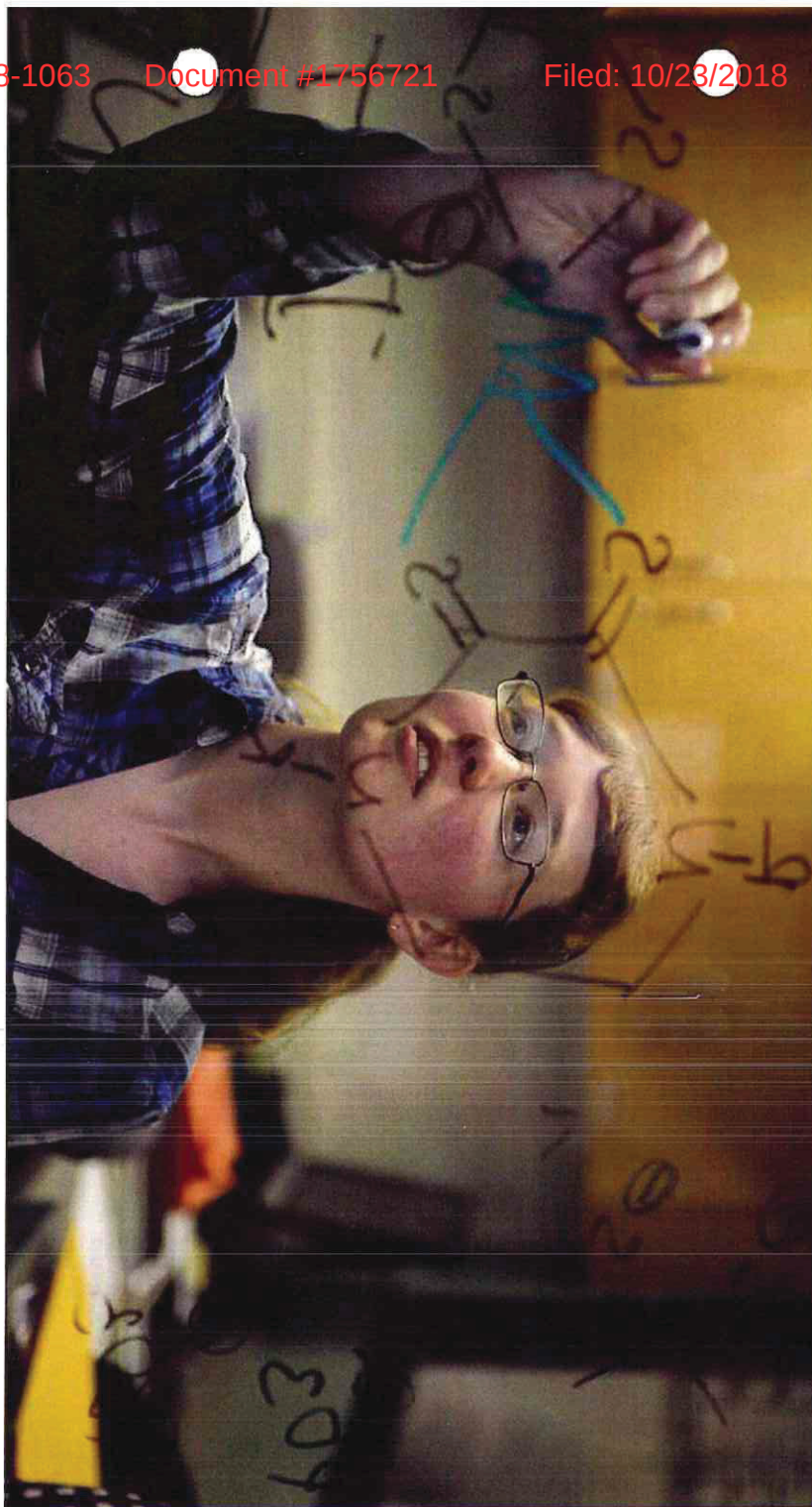
THE VISIONARY

Anything I imagine,
I can one day make real.

When I look at the world, all I see is possibility and potential. I see the way it can be. The way it could be. The way it will be. And I work every day to make that vision a reality. To turn everything that's only been imagined into the things that make people sit up and take notice. It takes creativity. It takes commitment. It takes preparation. And it takes the belief that one day, I'll make it happen. I'm a big dreamer, and I'm ready for something more.

JA579





We believe that
rigorous academics
lead to your success.

Broad learning, ethical
development, and the courage
to lead. That's what our world
demands today. And that's exactly
the education you'll receive.

JA581



They're the ones studying
hard, obviously.

How do you spot a Duquesne student?

But it's more than that. They're thinking critically and sharpening their minds on real-world challenges. Nurturing the sense of right and wrong. And leading lives with honesty and integrity.

Critical Thinking



Problem Solving



Leadership



Honesty



Integrity



Service to Others



These are the hallmarks of a Duquesne education, and they lay the intellectual and ethical foundation students need to succeed and grow as individuals throughout life.

Students can build on this education by working closely with professors, being a part of research with real-world impact, and doing internships to help launch careers after college. At Duquesne, you'll get the chance to do more as a student than you ever thought possible.

Classes in our
core curriculum
(that go out of
the box).



Roller Coaster
Science



Rock and Roll
An Unholy Hike



Love and Friendship



They are more than teachers.

They're world-renowned scholars. Researchers. Mentors.

At Duquesne, one thing you'll notice right away is the caliber of the teaching. That's because our faculty are among the best educators in their fields, committed to your experience as an undergraduate.

And they know you by name.

| | |
|-----------------------|-----------------------|
| 15:1 | Average class size of |
| student-faculty ratio | 28 |

JA583

15

Schools of Study

Discover where you'll discover your passion.

School of Nursing

Prepare to excel in the rapidly changing profession of nursing. While you're gaining the necessary skills, knowledge, and clinical experience to deliver the best patient care possible, you'll be inspired to develop personal and ethical values that make you not just a care provider, but a health care leader.

Learn more at dq.edu/nursing

Palumbo-Donahue School of Business

Learn from experienced business faculty and develop the leadership, practical, and world-ready skills needed to achieve your full potential as an ethical business professional. That's what we call "business from a higher perspective."

Learn more at dq.edu/business

McAnulty College of Liberal Arts

The liberal arts form the heart of a Duquesne education—the intellectual and ethical foundation for a rewarding career and a life that means something more. Prepare for your career or graduate program by choosing from 32 majors and minors in the college.

Learn more at dq.edu/liberal-arts

School of Education

The selective Leading Teacher Program shapes educators for prominent careers in education, with a focus on social justice and working with diverse student populations. Experience a variety of education field settings, beginning in your freshman year.

Learn more at dq.edu/education

Biomedical Engineering

Get prepared for a growing field with a variety of career opportunities. The major in biomedical engineering is unique in Duquesne's engineering program, combining the intellectual rigor of research disciplines with a focus on biomedical topics and supports.

Learn more at dq.edu/bme

80

undergraduate majors to choose from across the university.

Bayer School of Natural and Environmental Sciences

Become a well-rounded, scientific thinker through challenging classes and applied study in the lab. As a student scientist, you'll have the opportunity to make real contributions to research as you prepare for a rewarding career.

Learn more at dq.edu/science

John G. Rangos Sr. School of Health Sciences

Our health sciences programs emphasize the scientific and human aspects of health care in practice. The curriculum typifies the teamwork and collaboration among health professionals in the modern American health care environment.

Learn more at dq.edu/health-sciences

Mary Pappert School of Music

Rigorous instruction from leading musicians helps you sharpen your technique and prepare for a career in music. Duquesne student ensembles are among the finest university-level performance experiences anywhere.

Learn more at dq.edu/music

Mylan School of Pharmacy

Our outstanding academic program, hands-on research leadership means preparation for successful, rewarding careers dedicated to improving the health and well-being of patients and their communities.

Learn more at dq.edu/pharmacy

School of Law

We look for the best and brightest students to join our law school. We prepare them for success every step of the way. You will be trained to a high degree of professional skill with a special sensitivity to ethical and moral concerns.

Learn more at dq.edu/law

85

graduate, professional, continuing education programs, including those in our School of Law.

When you graduate, choose from

JA584

All programs

| | |
|---|---|
| <ul style="list-style-type: none"> • 3-3 Early Admission Law • Accounting • Art History • Athletic Training • Biomedical Engineering (Physical Engineering (PE)) • Biochemistry • Biology • Biomedical Engineering • Business—General • Chemistry • Classical Civilization • Classical Greek • Classical Languages • Classical Latin • Communication Studies • Computer Science • Corporate Communication • Digital Media Arts • Economics (Finance) • Education Early Level Program (PE-4) • Education Middle Level Program (PE-1) • Education—Undecided • English • Environmental Health • Environmental Chemistry • Environmental Science • Finance Science and Law—MS • Health Care Supply Chain Management • Health Management Systems • History • Information Systems Management • Integrated Marketing Communication • International Business • International Relations • Journalism—Multimedia | <ul style="list-style-type: none"> • Legal Studies—Pre-Law • Liberal Arts Self-Designed Major • Management • Marketing • Modern Languages • Multimedia • Music Education • Music Technology • Music Therapy • Music with Elective Studies in Business • Nursing • Nursing—RN-BSN • Nursing—Second Degree • Occupational Therapy—MS • Pharmacy—PharmD • Philosophy • Physical Therapy—DPT • Physical Therapist Assistant—MS • Pre-Law • Political Science • Pre-Medical • Public Health • Public Relations and Advertising • Rhetoric • Secondary Education—English (7-12) • Secondary Education—Latin (7-12) • Secondary Education—Mathematics (7-12) • Secondary Education—Social Studies (7-12) • Spanish • Speech-Language Pathology—MS • Sports Marketing • Supply Chain Management • Theater Arts • Theology |
|---|---|

Minor are available for students in some schools. Minors include African Studies, Film Studies, Modern Languages, Music, Theater Arts, Web Design and Women's and Gender Studies. The Undergraduate Course Catalog is a useful university and major program catalog of entry.

Dual-degree programs

Bachelor of Science Master of Science

Select any combination of majors—see from the Plattsburgh School of Business and Arts from the Biotechnology College of Liberal Arts.

BSBA/BA

Select any combination of majors—see from the Plattsburgh School of Business and Arts from the Biotechnology College of Liberal Arts.

BME/BSN

Biomedical Engineering and nursing degree in the nation.

School of Education Dual-Degree Programs

BA/SSC degrees indicated.
English
Latin (6-12)
Mathematics (BA or BS/BS-ED)
History/Social Studies

Pre-professional and special programs

Pre-Law
University-wide and open to students in any major.

Accelerated 3-3 Law
Earn a bachelor's degree (BSBA or BA) and a Duquesne University JD degree in six years.

Pre-Med/Health

For students pursuing careers in medical or other health-related fields, the Pre-Medical and Health Professions Program can guide you through complex medical and professional school applications, and help with interview skills. You can also learn basic clinical skills and earn certifications through pre-medical learning opportunities.

Learn more at duq.edu/pmhp

Reserve Officer Training Corps (ROTC)

Army, Air Force, and Navy.
For more information on ROTC, call 412.398.1709 (Air Force and Army) or 412.288.5109 (Navy).

Doing more. And doing it with honors.

The Honors College serves thinkers and scholars who are committed to academic excellence on campus. Diverse and selective, the college provides one-on-one support and personalized benefits for its member students.



If you meet the academic requirements of the Honors College, you'll receive an invitation to join. You can also apply at duq.edu/honors-college.

Pursue the enhanced-track core curriculum

Register early for classes

Participate in the Fellows Program

Earn an honor distinction on your diploma and transcript

Attend special honors social events and free weekly breakfasts

Add a time zone to your education.

Want to learn Italian?
Order salimbocca in Rome.

Curious about Irish culture?
Ask the Dubliners about Gaelic football.

Want to get a better understanding of the world?
Go see it.

The best way to understand the world is
to see it up close. At Duquesne, you're
encouraged to travel abroad for a term to
explore other cultures, expand your thinking,
and become a more global citizen.

Learn more about our
study abroad programs at
duq.edu/study-abroad.

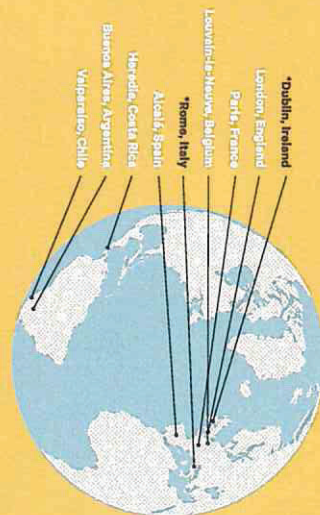
* Duquesne campuses

Italian Campus in Rome

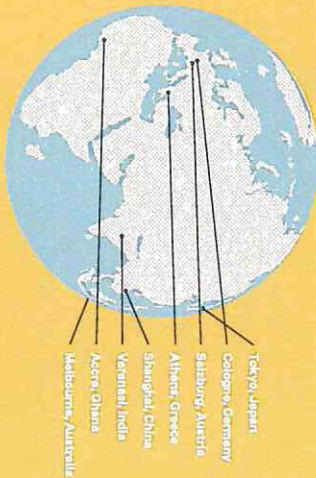
Take classes in one of the world's most iconic cities.

Duquesne in Dublin Program

Live with fellow students in St. Michael's House – a
renowned 16th-century mansion – and take classes
at University College Dublin.



Want to explore another country?
Done. Explore the programs available
to you around the world.



More than
35
study abroad
locations

Clear your schedule for
Maymester (it's in May)

If a full term won't work,
apply to the month-long
program in May, or plan
a spring breakaway program
with your individual school. It's
the same global experience on a
shorter term.



More than
an education,
a better way of
living your life.

—
Embrace every challenge you find
as you discover your life's passion.

JA587

A Catholic education in the Spiritan tradition.

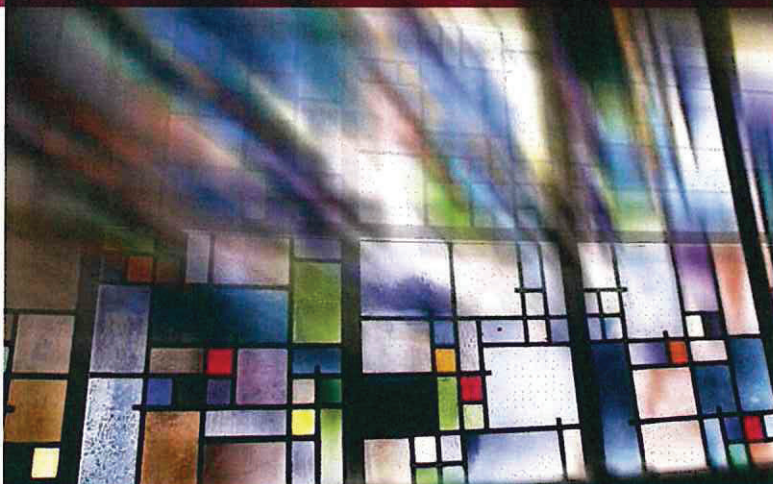
It's what we do here, but what is it?

Greatest question: The Spiritan tradition means a lot at Duquesne, and you'll see it in the way we treat one another in the way we learn, and in how we view the world.

Who we are today has a lot to do with who we were yesterday. Founded in 1878 to serve Pittsburgh's immigrant population, Duquesne was built on a core set of values that guide us even now. We believe in building community, in having a global vision, in promoting high academic standards, and in a commitment to service.

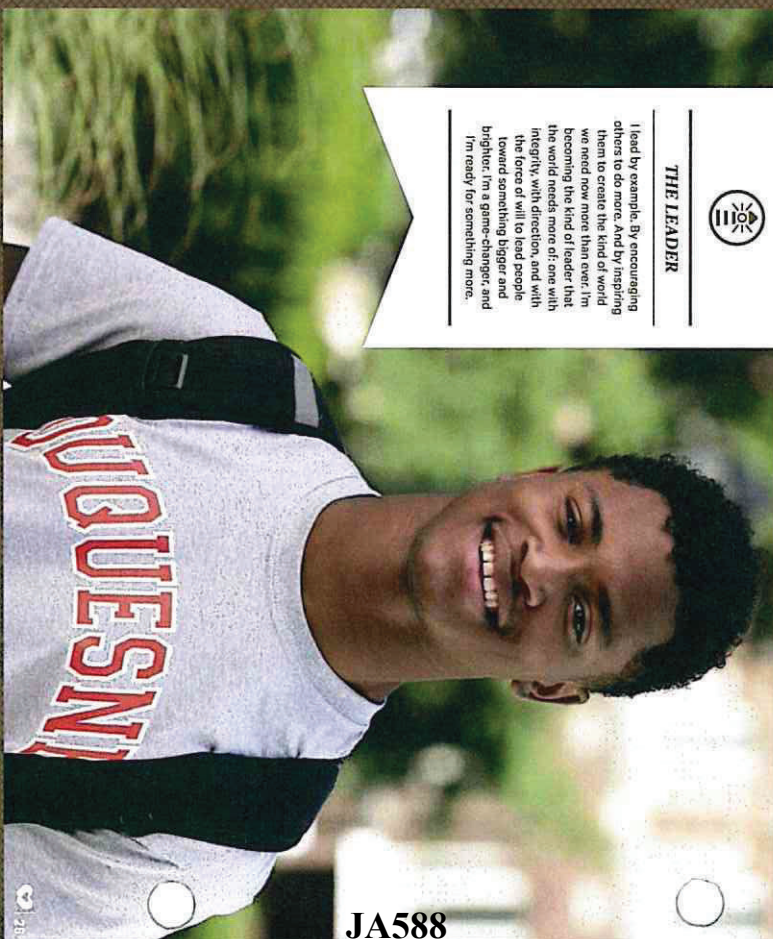
And first and foremost, everyone at Duquesne is here to make sure you succeed, academically and throughout life.

We're a Catholic university, and faith plays an important role here. And we have a very broad and diverse group of students who nurture mind, heart, and spirit in different ways.

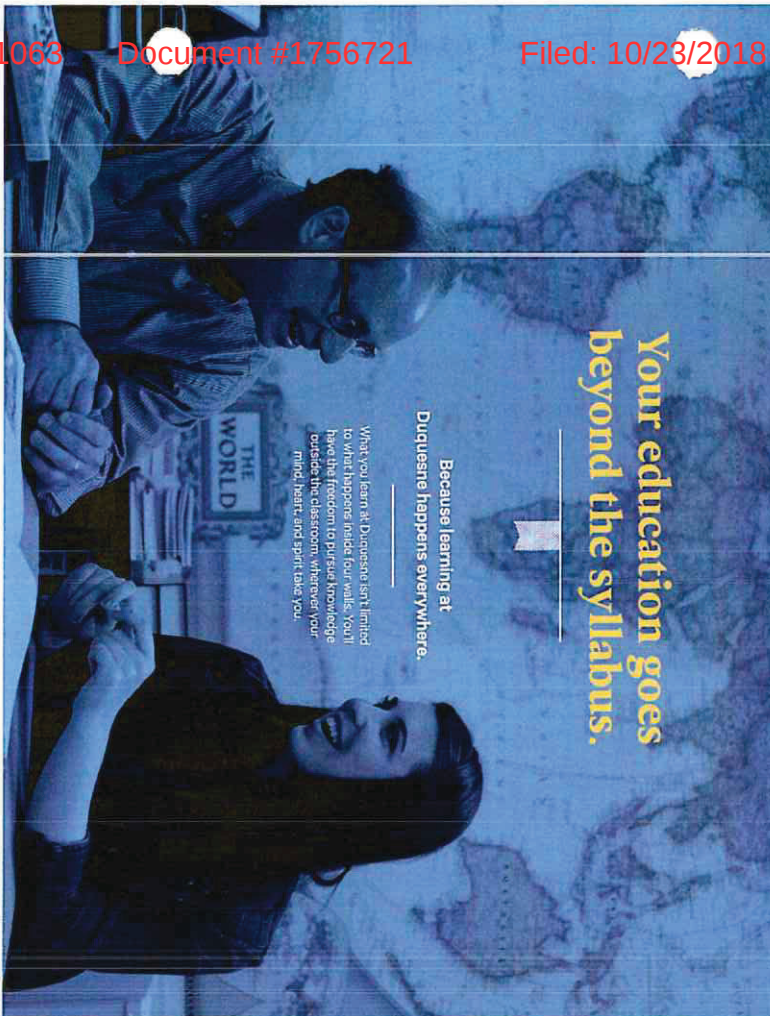


THE LEADER

I lead by example. By encouraging others to do more. And by inspiring them to create the kind of world we need now more than ever. I'm becoming the kind of leader that the world needs more of: one with integrity, with direction, and with the force of will to lead people toward something bigger and brighter. I'm a game-changer, and I'm ready for something more.



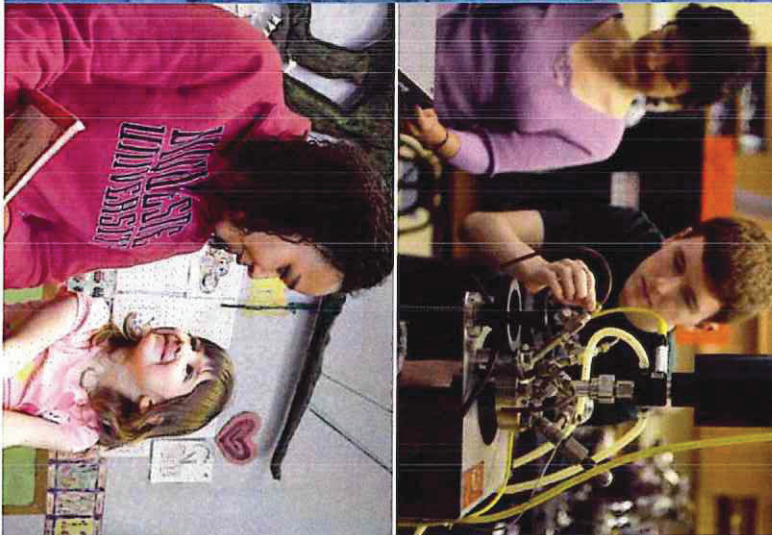
JA588



Your education goes beyond the syllabus.

Because learning at Duquesne happens everywhere.

What you learn at Duquesne isn't limited to what happens inside four walls. You'll have the freedom to pursue knowledge outside the classroom, wherever your mind, heart, and spirit take you.



Go ahead and push the boundaries of knowledge.

You'll be engaged in your field from the moment you step on campus. Whether it's hands-on research, patient interaction, or teaching local students, there are numerous opportunities in all our programs.

Your Duquesne education could take you:

— To underserved communities to provide free immunizations

— To local schools to help kids learn to read

— To Nicaragua to provide free health care to 1,500 mothers and their babies

— Into local neighborhoods to collect stories and history

— To Africa to deliver medical supplies and provide care into Pittsburgh's rivers to monitor for water quality

— To Pittsburgh companies to help develop marketing plans

The spirit we share with the world.



Serving others is part of the Spiritan way. Every student gets involved outside the classroom. There's research, cooperative projects, internships, community service, and more.

Join up with others and
get out into the world.
duquesne.edu/service

Every student at Duquesne has one thing in common:

THEY'RE ALL
extraordinary.



Each of us brings our unique personalities and perspectives, our beliefs and dreams, our talents and skills. We are a community of 10,000 talented students from across the U.S. and more than 90 countries.



6,038
undergraduates

94%
of freshmen
live on campus



Welcome to everywhere.

Find it's exactly where you're going.

Find an internship in downtown Pittsburgh and beyond. The city is home to hundreds of great employers, from major corporations to local nonprofits, and many are eager for the fresh thinking you'll offer as a Duquesne graduate.

Because getting two feet in the door is better than one.

The network of Duquesne alumni is 87,000 strong. Many are professionals, more than willing to make new contacts and mentor students just starting out in their careers. Connect and find alumni in every industry, across the nation and abroad.

Employers

Our grads go to work for leading companies, nonprofits, and public institutions. A few big names include:

Alcoa
American Eagle Outfitters
Bayer Corporation
Black & Veatch
Coca-Cola
CSC
Google
H.J. Heinz Company
McKesson
Pittsburgh Public Schools
PNC Bank
PricewaterhouseCoopers
Teach for America
UPMC
U.S. Steel
Walgreens

And about 30% of our students go on to graduate schools in California, Florida, Illinois, Indiana, Michigan, Minnesota, New York, North Carolina, North Dakota, and Syracuse.



Hired Education.

We know you have a bright career ahead. Fortunately, so do the people in charge of it—executives at big-time companies like H.J. Heinz and PNC Bank.

What They Say

66

You're hardworking.

You're well prepared for the job and eager to learn more.

You're ethical.

You're dependable.

You bring great perspectives to the workplace.

What It Means

The strong work ethic you bring to courses and campus activities at Duquesne also sets you apart in the office.

Your Duquesne education gives you the intellectual firepower you need to do great work, ask even better questions, and advance in your career.

Armed with spiritual values, you carry a strong moral compass with you at all times—and you have the courage to use it.

Basically, when it matters most, you're the one they trust to get it done. This combines work ethic, accountability, and excellence into one mega quality.

You understand different viewpoints, you spot broader trends, and you connect the dots to make valuable insights.

5 reasons why employers like to hire Duquesne grads (in their own words).

99

JA591



Spiritus est
qui vivificat.

It is the Spirit that gives life.

JA592

No matter what you do at Duquesne, you'll be driven by a fundamental question:

Is it Duquesneable?

That means being willing to take risks.
Being open to all ideas and all people.
Doing the right thing, even when no one's watching.
Doing more for others and for the world.
And it'll make a lot more sense once you get here.

Thinking big
in every small moment.

THE PERFORMER

For me, it's always about time. I give my all, bring my A-game, and take the stage. Because when the world tests and challenges me, I will be ready. Every hour of study, every second of preparation, and every moment of practice has led to this. My moment. The moment when I'll shine. I'm here to show the world what I can do. I'm a star performer. And this performance is my lifetime.



JA593

Join the club.

(Or do something else entirely.)

Run for student government. Take a lead role on the stage. Join the intramural soccer team. There are more than 200 student organizations on campus. So find your thing. Get in with your crowd. And get involved.

Green life is another part of campus life at Duquesne. Rush in the spring, build camaraderie with your peers, do fun service-learning projects, and give back to the community.



Once you're done doing everything, do even more.

You can do more right here.

You'll get used to having big, free events on campus—concerts, touring comedians, movies, and even wing nights. (Yes, wing nights. You eat wings.)

You can leave our hill (we call it the Bluff)

and go find a bigger one.

All those hills and trees around Pittsburgh are more than just inspiration for photography classes. Students get discounts on a ton of fun things to do off campus. Go skiing or snowboarding, enjoy world-class kayaking and rock climbing, or have fun playing paintball and other games.

You can explore Pittsburgh, too.

The area is a major sports market with the Penguins, Pirates, Steelers, and more—as well as a cultural center for museums, plays, and symphonies. Plus, there are restaurants aplode. Become a metropolitan.

For every late night.

The Union Nitospot is where you'll want to be. Unless you're not into ping-pong, football, hanging out with friends, air hockey, having a million laughs, playing pool, watching a 50" TV, and having an amazing time (because those are some of the things that happen here).

And every day after.

You'll also want to check out happenings throughout the week, including cultural connections, outdoor adventure series, and other programs from the Duquesne Program Council (DPC)—like Time Out, Tuesday's Study Break with free massages!, Lunch Thursday Bingo & Wings (you can figure this one out), Friday DPC DUNKIE (things like The Dye Night or Build a Stuffed Animal), or Saturday DPC Late Night Movie.

When tickets aren't free, check in with the Center for Student Involvement and the Duquesne Program Council to see what discounts they're offering. These are the folks who organize most of our activities, so to know them.



Going somewhere?

Three words: Take the bus.

Every Friday and Saturday night, a free local bus travels to the South Side, Oakland, and Waterfront areas for shopping, dining, and nightlife. It's free and easy to use.

(Did we mention it's free?)



Visit duq.edu/ student-activities for a complete list of things



Live, study, and make friends for life.

A living learning center is our version of a residence hall—only it's much more than a place to study, hang out, and get some sleep. It's the epicenter of your personal experience on campus, the place where you'll grow into your own and find new friends for life.

...and also get loads of free laundry done.

3,900 students live in

- Assumption Hall
- Brother Hall
- Des Places Hall
- Duquesne Towers
- St. Ann Hall
- St. Martin Hall
- Vickey Hall

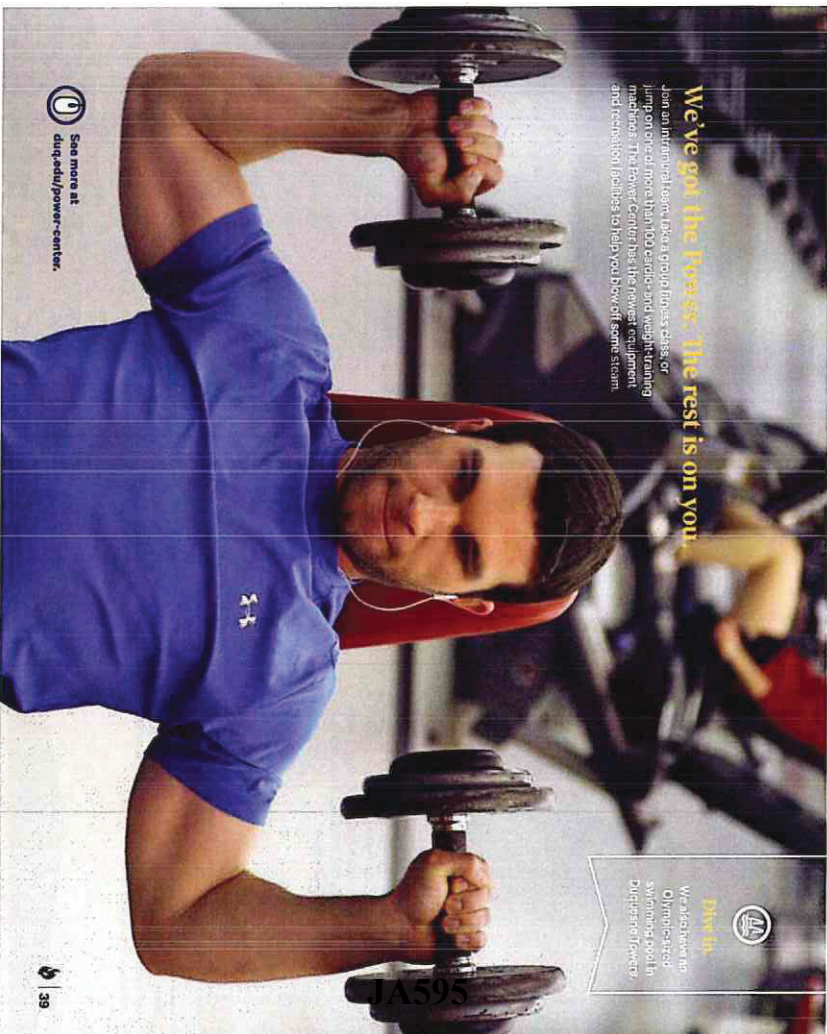


However you get here, you're part of the family.

Just because you live at home doesn't mean you're not a part of what's happening on campus. So get involved! Every Wednesday, get donuts for breakfast or P&J for lunch, courtesy of faculty and staff. And if you need anything at all, stop by the Commuter Center in the Union—a great space with study rooms, a computer lab, and other helpful resources to support you.



Read more at duq.edu/residence-life and duq.edu/commuters.



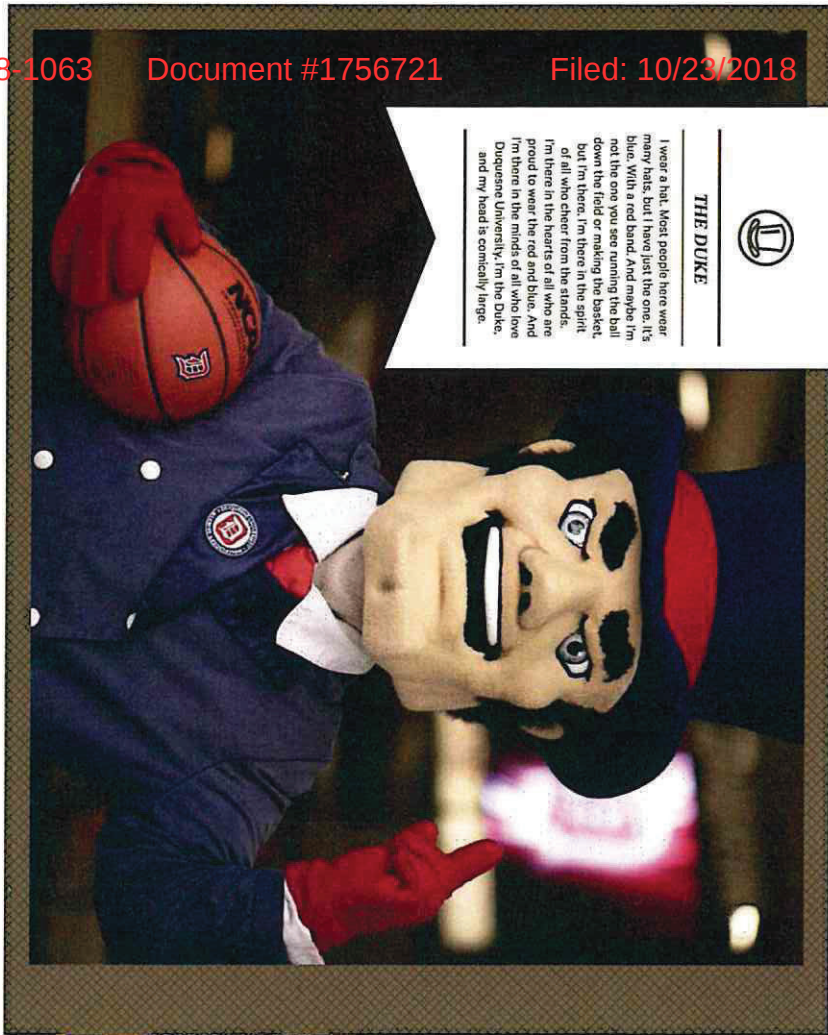
We've got the power. The rest is on you.
Join an interval team, take a group fitness class, or jump on one of more than 100 cardio and weight-training machines. The Power Center has the newest equipment and technical facilities to help you blow off some steam.



Dive in.
Watch from an Olympic-sized swimming pool in Duquesne Towers.



See more at duq.edu/power-center.



THE DUKE

I wear a hat. Most people here wear many hats, but I have just the one. It's blue. With a red band. And maybe I'm not the one you see forming the bull down the field or making the basket. But I'm there. I'm there in the spirit of all who cheer from the stands. I'm there in the hearts of all who are proud to wear the red and blue. And I'm there in the minds of all who love Duquesne University. I'm the Duke, and my head is comically large.

At Duquesne, high quality refers to more than the education.

We're serious about our food.

Fresh food that's made from scratch, menus that emphasize fresh fruits and vegetables, and ingredients sourced locally when in season—eating at Duquesne is definitely not your ordinary college dining experience. Each of our 12 dining locations has its own mix of fresh menu selections, which feature local and sustainable food sources and special options for every diet. Choose from several meal plans.



Five-star food on four wheels. Open til midnight.

The Culinary Cab is Duquesne's late-night food truck. Grab a sandwich or a walking taco for the trip between point A and point B.

There's more than one way to get a coffee on campus.

For the morning boost or the afternoon jolt, you'll never be more than a few steps from the on-campus Starbucks or one of two Coffee Tree Roasters. And then there's our signature Red Ring restaurant, a casual dining spot, and FreshBar, where you can get crepes, frozen yogurt, smoothies, and salads.

See more at duq.edu/dining.

GO DUKES!

Go wild after a winning jump shot. Lose your mind after a game-saving stop at the goal line. If sports are your thing—or even if they're not—you'll have a ton of ways to get involved. Keep up with the Blues in basketball, or join a club, intramural, or recreational team. Or all of the above.

NCAA Division I Intercollegiate Sports

Students get into many Division I games for free with their student ID.

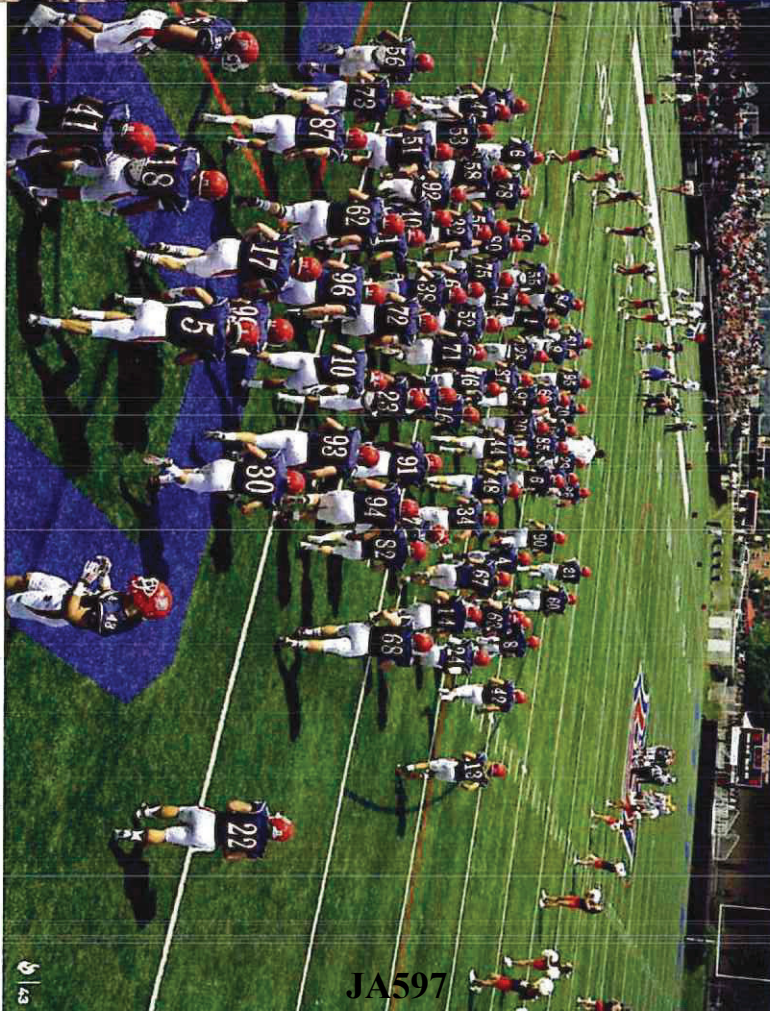
| MALE'S | WOMEN'S | CLUB SPORTS |
|-----------------|-----------------|---------------|
| Basketball | Basketball | Equestrian |
| Cross-Country | Cross-Country | Golf |
| Football | Ice Hockey | Roller Hockey |
| Soccer | Rowing | Rugby |
| Tennis | Soccer | Swimming |
| Track and Field | Swimming | Tennis |
| | Tennis | |
| | Track and Field | |
| | Volleyball | |

 Learn more at duke.edu/athletics.

Get Intramural

On- and off-campus sports include basketball, flag football, dodgeball, racquetball, soccer, street hockey, volleyball, and more.

 For a complete list and sign-up information, visit duke.edu/recreation.



JA597



An education that challenges you.
The values that guide you.
A location that inspires you.
And an experience that will define you.

**That's exactly what you'll find
at Duquesne University.**

Tuition, fees, room, and board

An important part of a Duquesne University education is the cost of attendance. We understand that you will want to know what it will cost to attend Duquesne and how we can help you pay for it. We will provide you with a detailed breakdown of the cost of attendance, including tuition, fees, room, and board. We will also provide you with information about financial aid and scholarships that may be available to you.

UNDERGRADUATE TUITION FOR 2014-2015 ACADEMIC YEAR

| Undergraduate Programs | Tuition |
|---|--------------------|
| Liberal Arts, Education, Business, HHS, Nursing, Natural & Environmental Sciences, Biomedical Engineering, Health Sciences, and Pre-Health Special Status, and Serbian Division | \$30,070 |
| Health Science | \$38,047 |
| Health Care Supply Chain Pharmacy | \$38,047 |
| Pre-Pharmacy (Years 1-2) | \$38,047 |
| Music | \$37,258 |
| Nursing (Second Undergraduate Degree*) | \$45,168 |
| Doctor of Pharmacy—Traditional Day Pathway (Years 3-6) | \$1,191 per credit |
| Room and board (for combined fall and spring semesters) | \$7,104 |
| *The combined cost covers fall and spring semesters for 12-18 credits per semester. | |

Learn more at duq.edu/tuition.

Financial aid and scholarships

When you apply for admission, you're automatically considered for academic scholarships. University-based scholarships for undergraduate students exceed \$55.9 million annually, and total aid from all sources exceeds \$162 million each year.

Complete the Free Application for Federal Student Aid (FAFSA) form after Jan. 1. You can read and submit it at fafa.ed.gov. (Duquesne University's FAFSA code is 003258.)



Apply

The Duquesne admission process is simple, and it starts online.

- A complete application includes:
 - Completed online application
 - \$50 application fee (waived if you apply by Dec. 15)
 - Official high school transcripts (with senior coursework included)
 - Official SAT and/or ACT scores (Liberal Arts applicants can apply test-optional)
 - One letter of recommendation (recommendation form available online)
 - Personal essay that explores your academic, professional, and personal goals

More information, including the application checklist and deadlines, can be found at duq.edu/apply.

Each applicant is considered individually. We evaluate high school academic performance, standardized test scores, personal character, and extracurricular activities. For most programs, a 3.0 cumulative GPA and 1000 SAT (Math and Critical Reading) or 22 ACT minimums are required. Science programs (including all Health Sciences) require a higher GPA and test scores. In addition, leadership experience, community involvement, extracurricular activities, and job shadowing are highly recommended for all majors, especially for Health Sciences programs.

Transfer and International Students

Special conditions apply. Learn more at duq.edu/transfer and duq.edu/international.

DUQUESNE UNIVERSITY

Contact Duquesne University
Our admissions counselors are here to answer any questions you have.

Write us
Duquesne University
Office of Undergraduate Admission
600 Forbes Avenue
Pittsburgh, PA 15282

E-mail us
admissions@duq.edu

Follow us
@DUQadmissions

Call us
412.396.6223 or 800.456.0590

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[facebook.com/duquesnefinancialaid](https://www.facebook.com/duquesnefinancialaid)

Visit us
Schedule a campus visit online at duq.edu/visit or call 800.456.0590.



**DUQUESNE
UNIVERSITY**

Office of Undergraduate Admission
Duquesne University
600 Forbes Avenue
Pittsburgh, PA 15282

800.456.0590

www.duq.edu



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DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



*The largest and most comprehensive Catholic university in Pennsylvania,
and the only Spiritan institution of higher education in the world*

www.duq.edu

A VISUAL DOCUMENTATION OF THE PUBLIC PRESENTATION OF DUQUESNE UNIVERSITY AS A RELIGIOUS INSTITUTION

*The following pages contain photographs of some of
the ubiquitous religious symbols and references on campus.*

*They lead even the most casual, short-term visitors to
understand that Duquesne is a Catholic university with
special devotion to the Holy Spirit.*

– September 2012 –

EXHIBIT NO. ER-25 RECEIVED ☒ REJECTED ☐

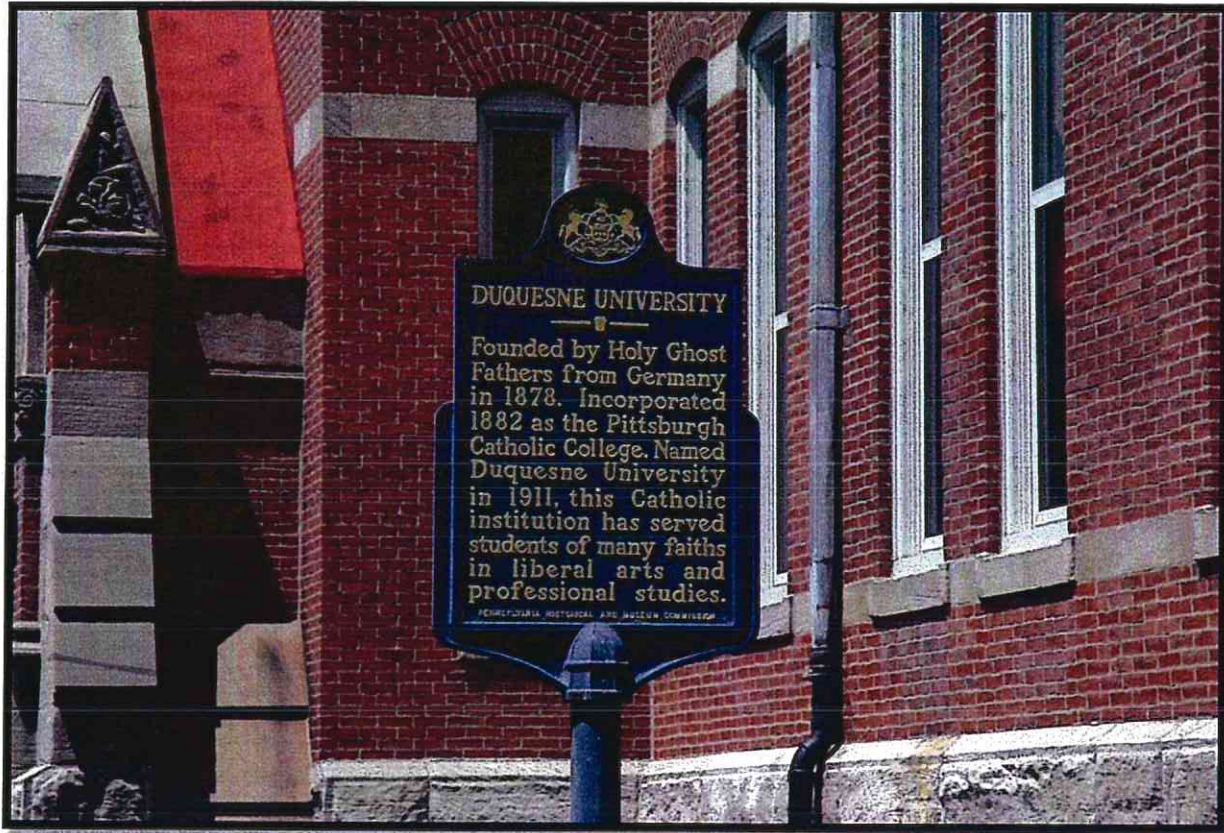
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NO. OF PAGES 44 DATE 4/28/15 REPORTER ECF

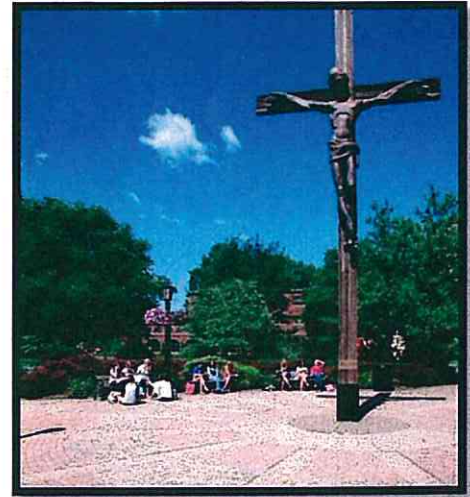
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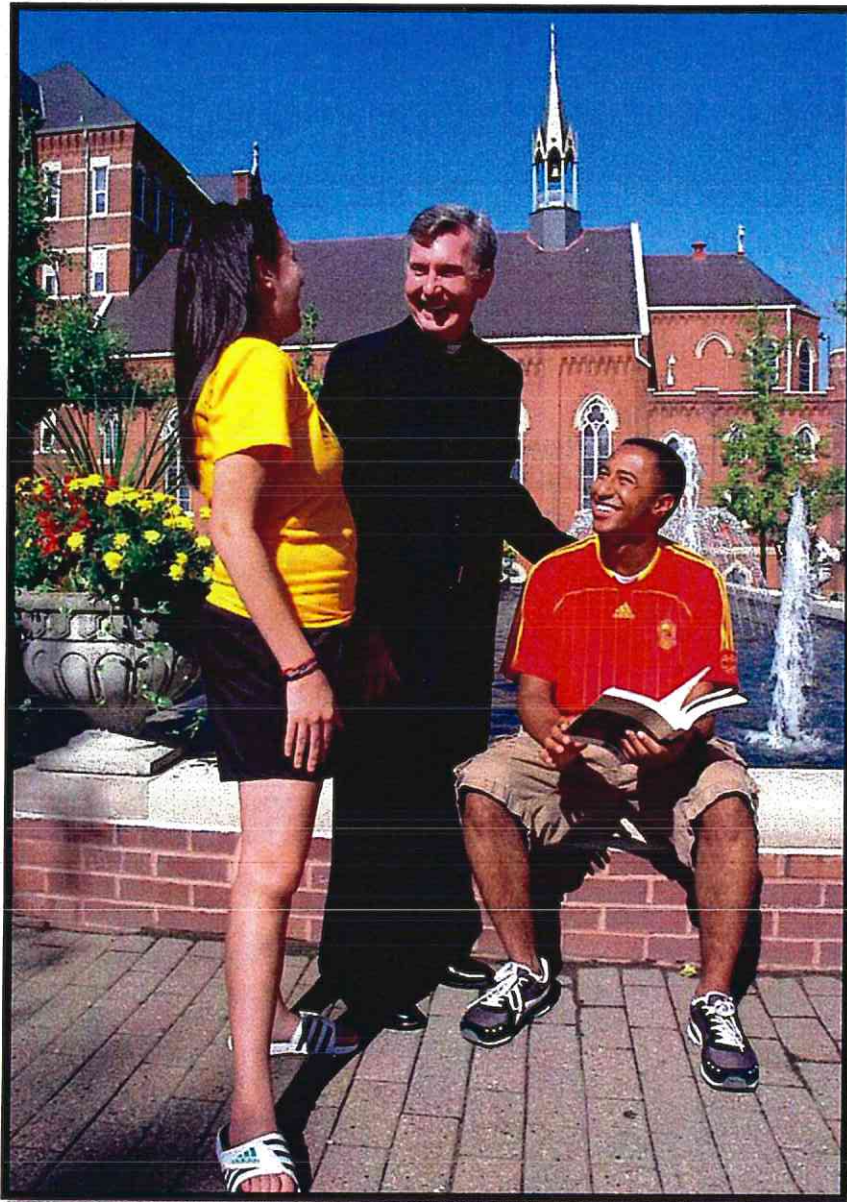


This Pennsylvania Historical and Museum Commission landmark outside of the Administration Building details how Duquesne University, a Catholic institution, was founded by the Holy Ghost Fathers (the Spiritans) in 1878. Its proper name today is Duquesne University of the Holy Spirit.

THE CRUCIFIX | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

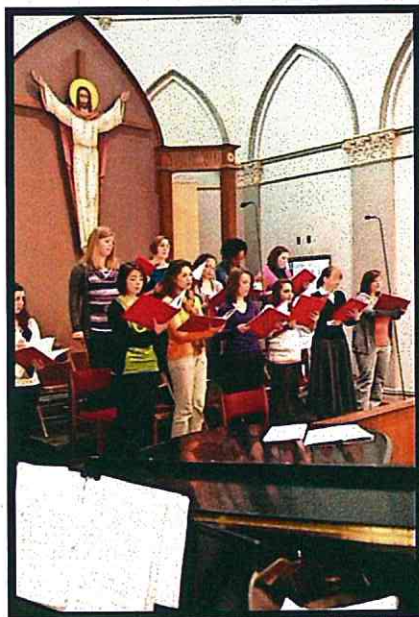


This Crucifix, which is surrounded by Rockwell Hall and the Administration, School of Education and Health Sciences buildings, has been in the center of campus since 1958.

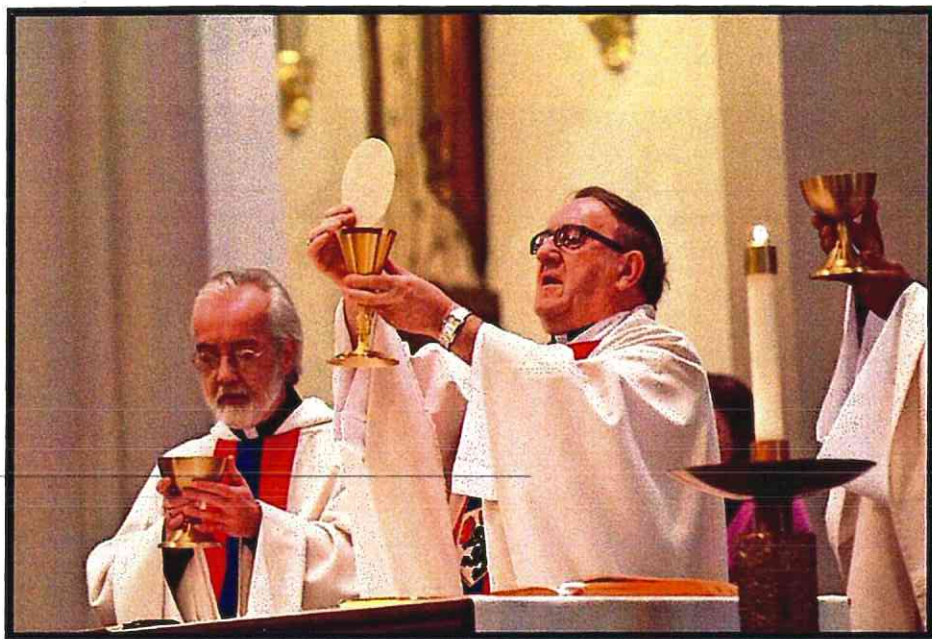


Currently, there are 21 members of the Spiritan Congregation living and working on the Duquesne campus, 14 priests in Trinity Hall, and seven priests in Laval House. James P. McCloskey, C.S.Sp. (pictured) is the University's Vice President for Mission and Identity.

CHAPEL OF THE HOLY SPIRIT | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



Students, faculty, staff, alumni and friends congregate in the University's Chapel of the Holy Spirit, located inside the Administration Building, for daily mass. Weekend masses are also celebrated in residence halls.

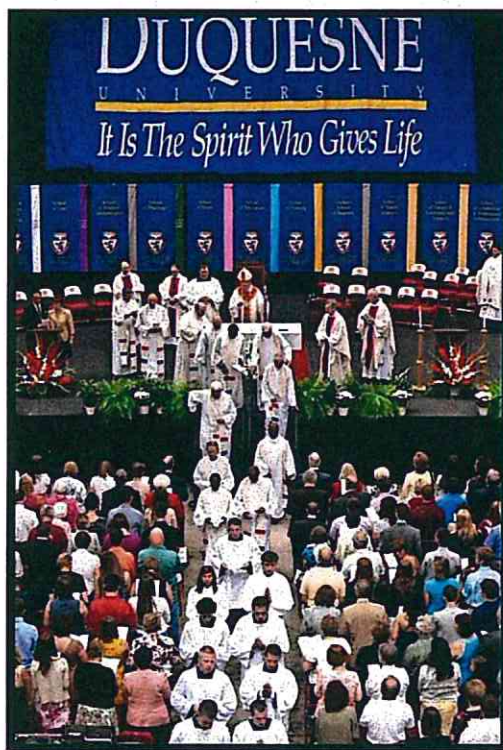
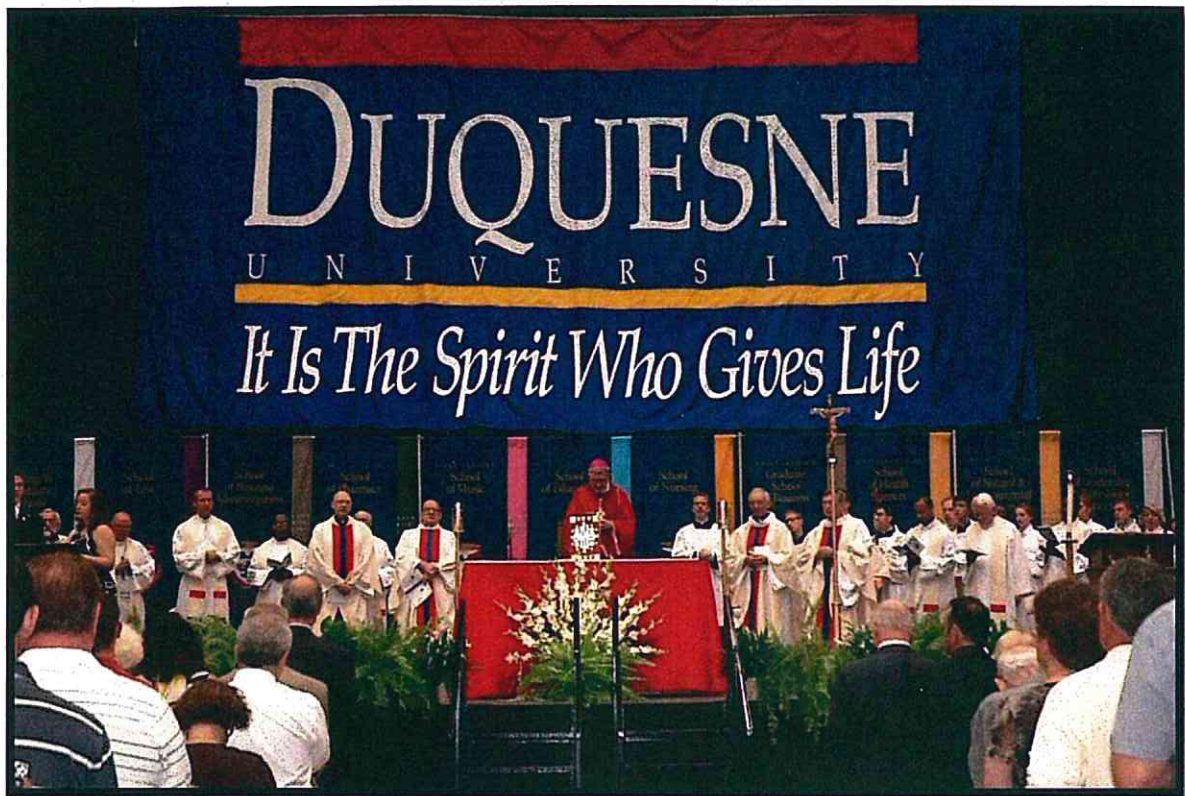


Above: Executive Vice President for Student Life, Fr. Sean Hogan celebrates mass in the Duquesne University Chapel of the Holy Spirit.

Right: Duquesne University students lead the congregation in song during mass in the Chapel of the Holy Spirit.



MASS OF THE HOLY SPIRIT | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



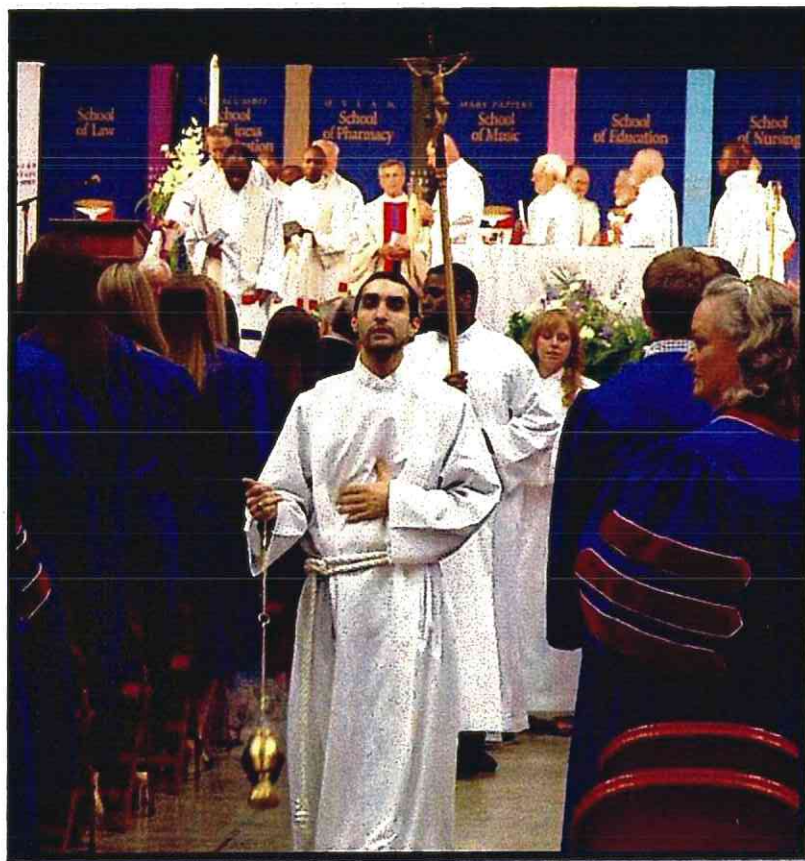
The University's Mass of the Holy Spirit is the traditional opening of the academic year to pray for God's guidance and protection for the coming year.

Each year, the mass is held in the University's A.J. Palumbo Center, is always the largest mass in the Diocese of Pittsburgh and the main celebrant of the mass is the Catholic Bishop of Pittsburgh.

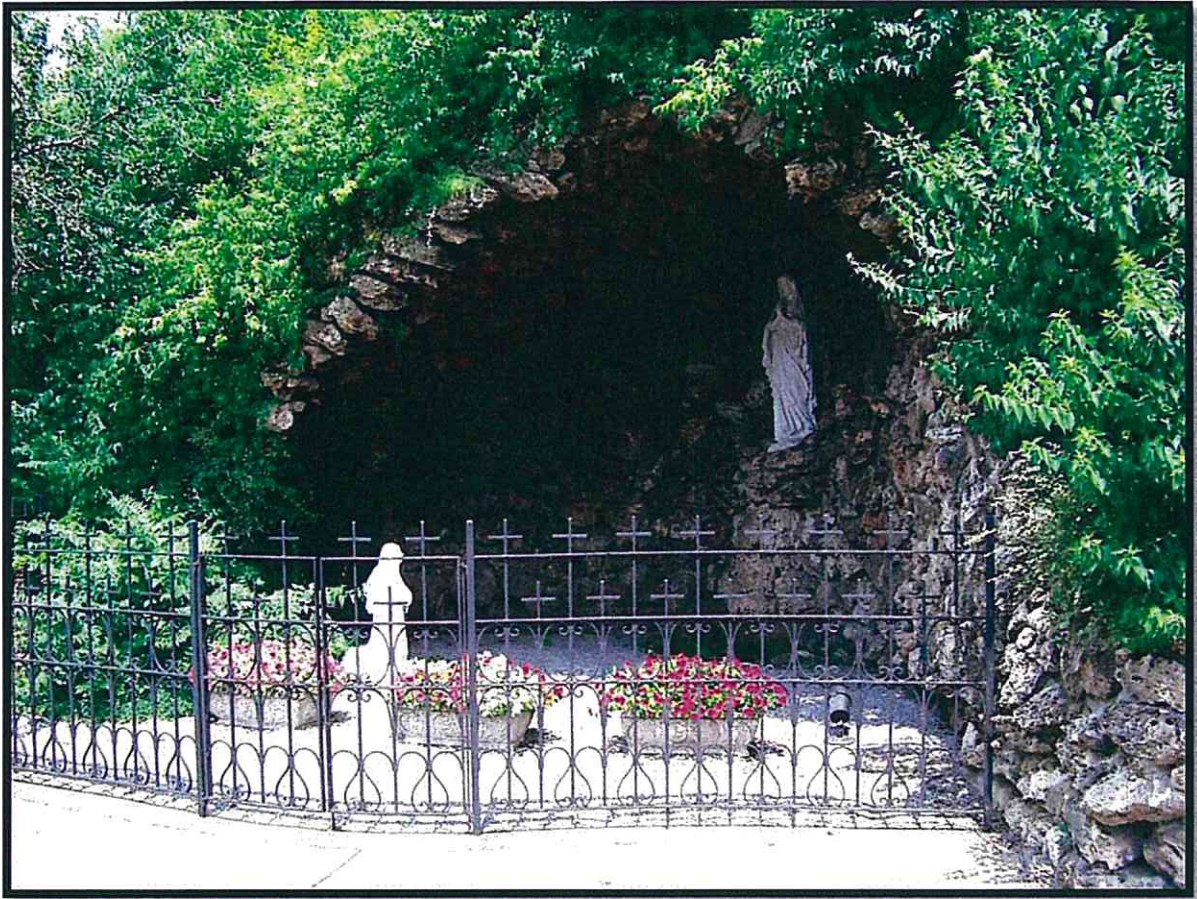
"It Is The Spirit Who Gives Life" is the motto (in Latin) on the seal of the University. It is derived from the Nicene Creed.



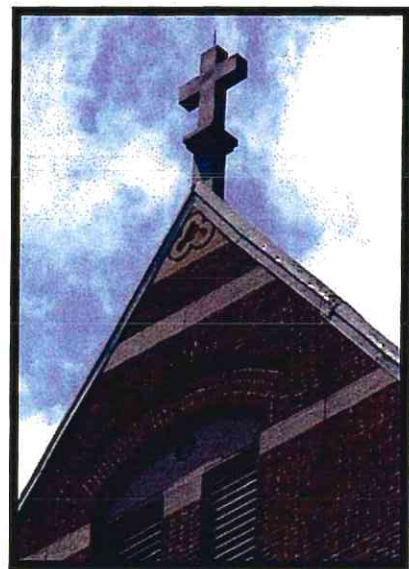
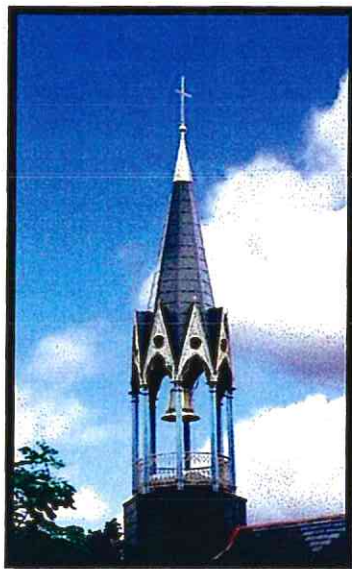
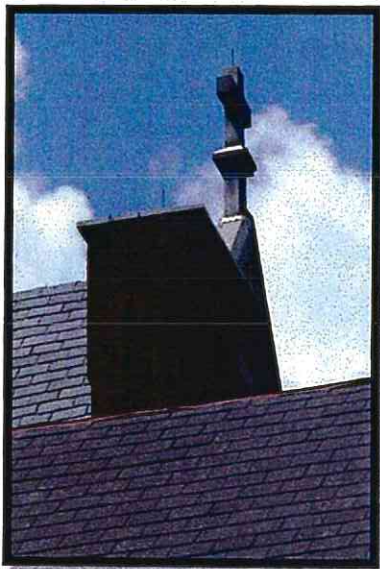
Prior to Commencement exercises, all graduates, families and guests are invited to attend a Baccalaureate Mass to share in a spiritual celebration of gratitude for a Duquesne University education for the mind, heart and spirit.



GROTTO | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

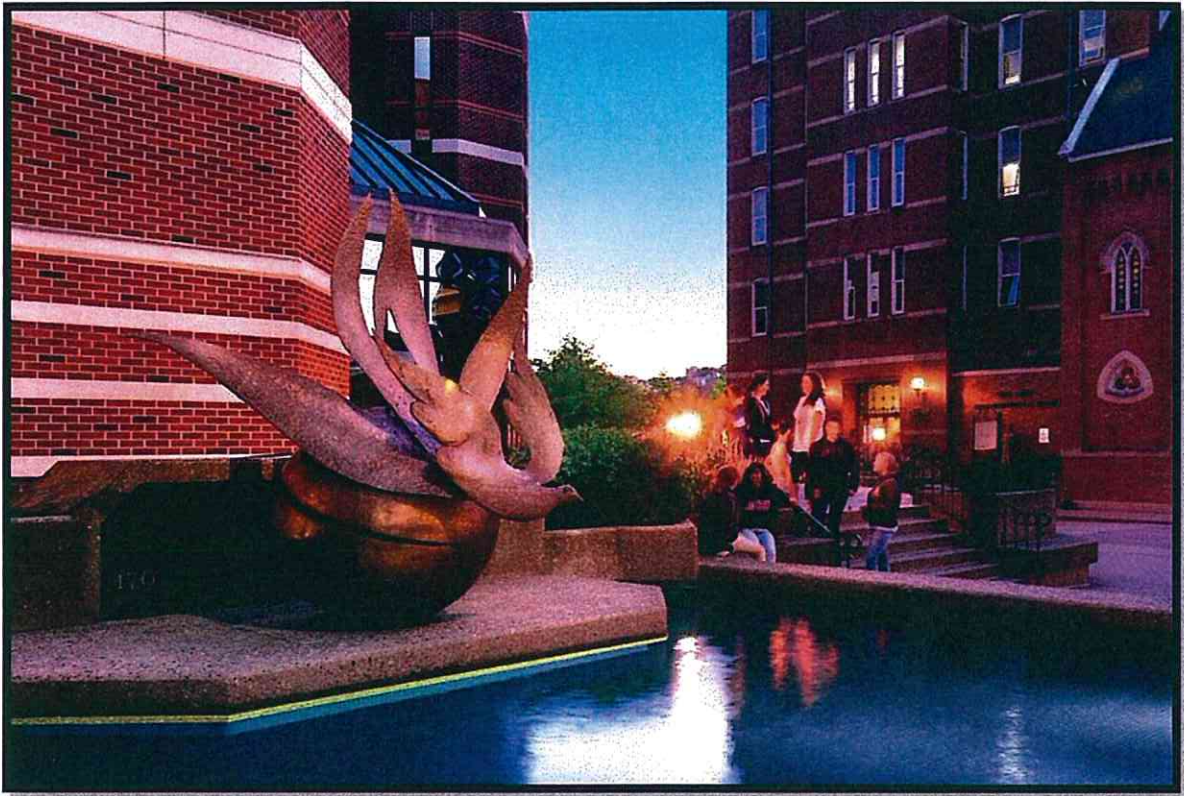


The University's Our Lady of Lourdes Grotto overlooks the Monongahela River and is adjacent to "Old Main" Administration Building. It is a quiet place for prayer and reflection, treasured by students and alumni.



The roof of the Administration Building prominently features three crosses.

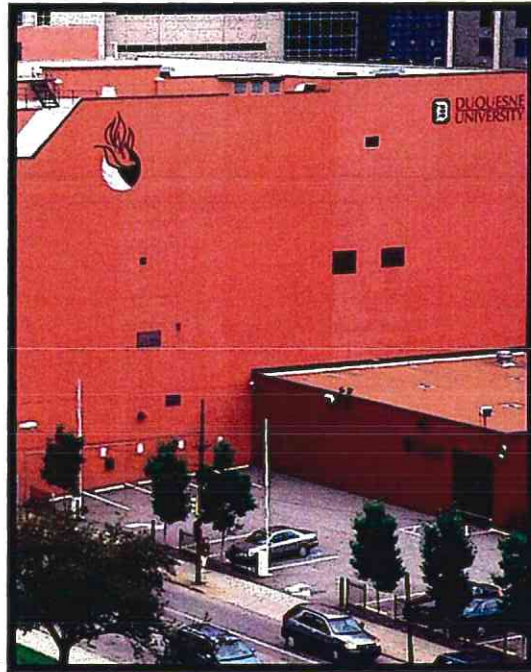
SPIRITAN DOVE, REPRESENTING THE HOLY SPIRIT | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



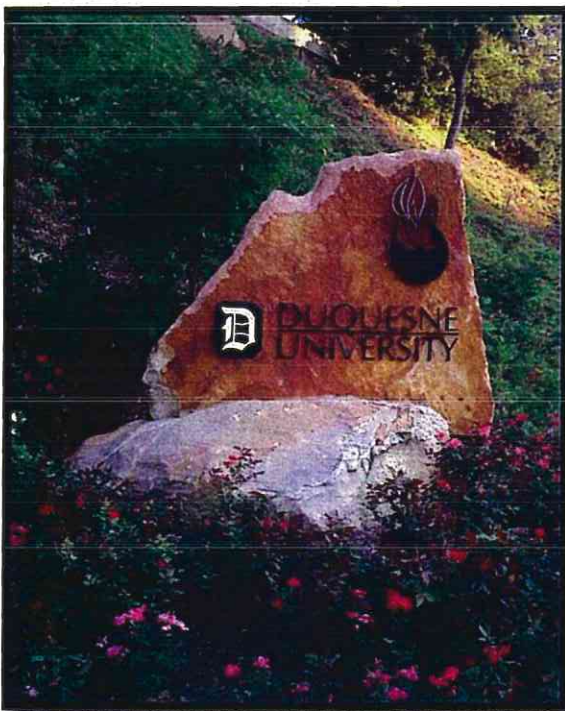
The Spiritan Dove, a representation of the Holy Spirit and replica of the Spiritan logo showing the Dove over the world, is located across campus and featured prominently as a sculpture near the Administration, Bayer Learning Center and School of Education buildings.



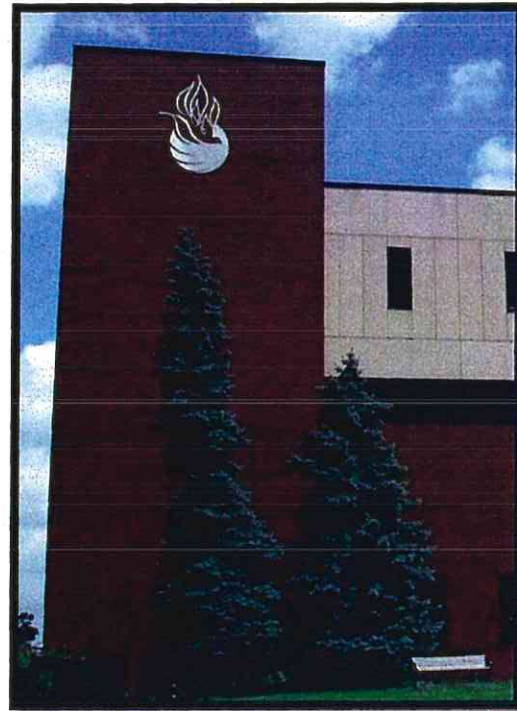
The entrance of Trinity Hall.



The side of Fisher Hall.

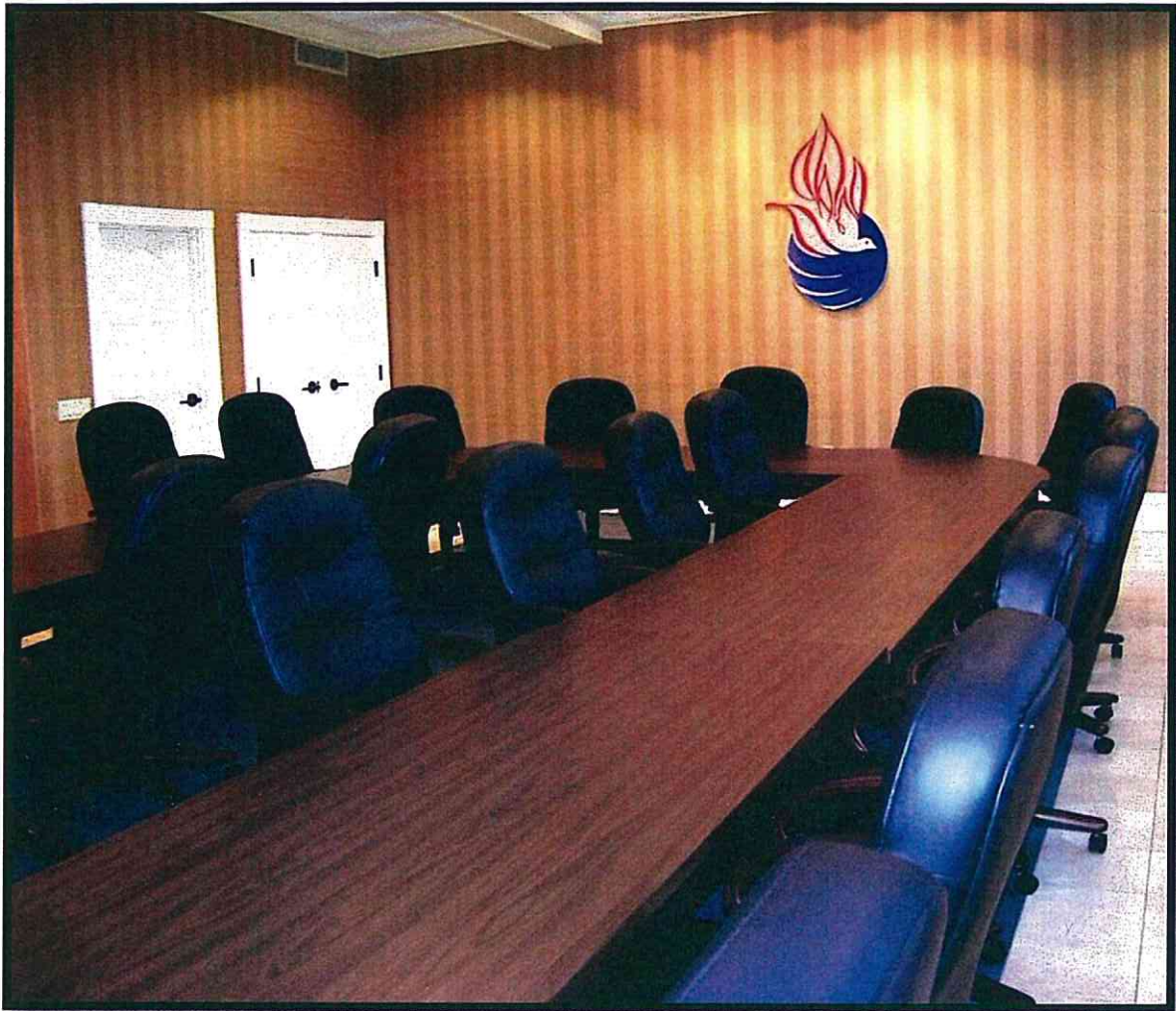


Entrance sign near Rockwell Hall.



Top of Gumberg Library.

SPIRITAN DOVE, REPRESENTING THE HOLY SPIRIT | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

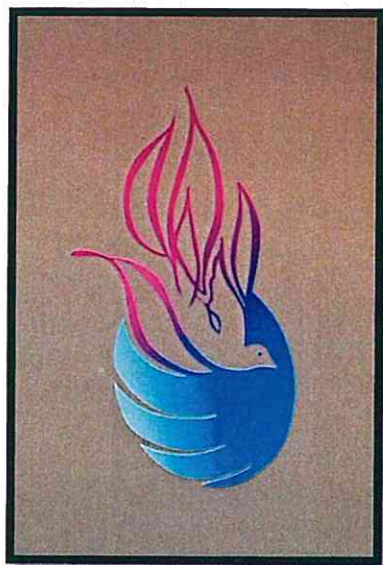


The Spiritan Dove, a representation of the Holy Spirit, is featured prominently on the wall inside the University's Board Room, located in the Administration Building.

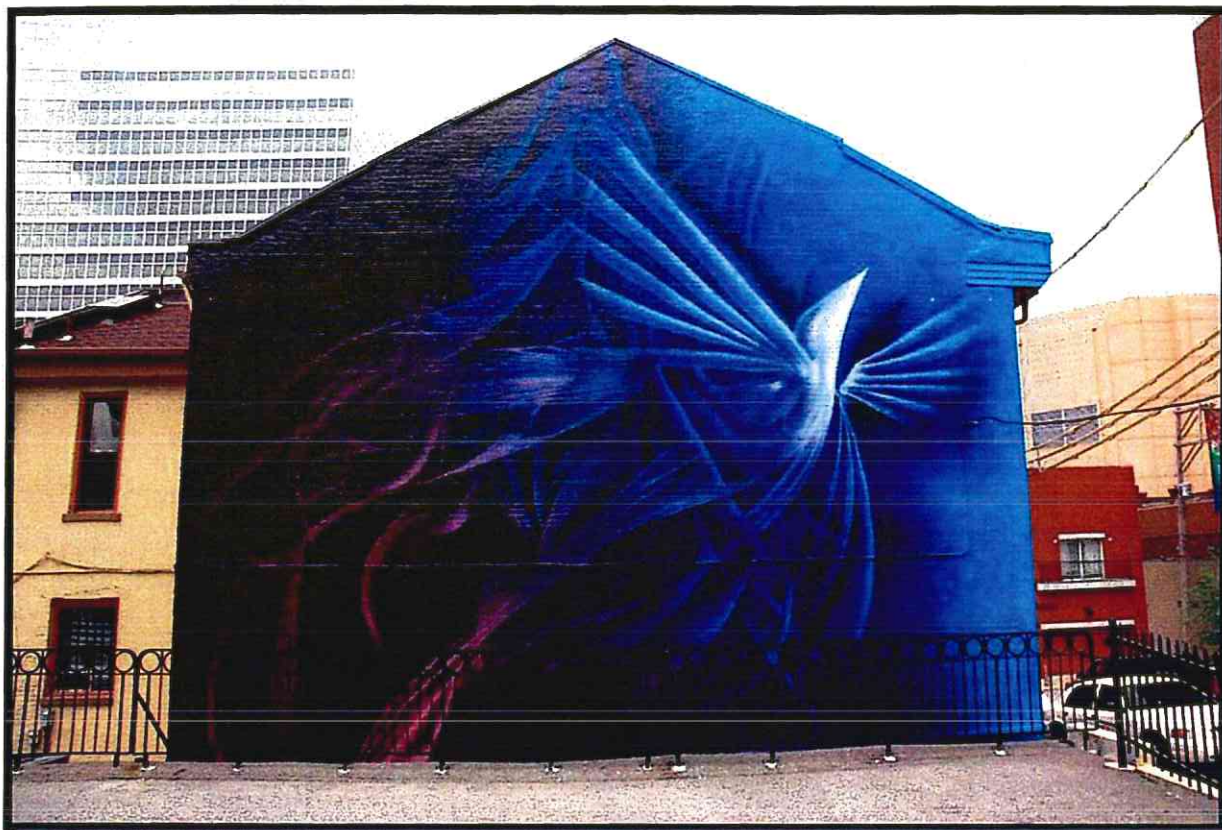


The Spiritan Dove, a representation of the Holy Spirit, is featured prominently on the wall inside the Libermann Hall Board Room.

SPIRITAN DOVE, REPRESENTING THE HOLY SPIRIT | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



The Spiritan Dove, a representation of the Holy Spirit, is featured in the Power Center Ballroom, which hosts public presentations and receptions.



The Spiritan Dove mural, a representation of the Holy Spirit, is visible across from the University's main entrance on Forbes Avenue. It was painted by a noted Pittsburgh muralist in 2010. It is a beautiful and highly public expression of the University's dedication to the Holy Spirit.

SPIRITAN DOVE, REPRESENTING THE HOLY SPIRIT | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

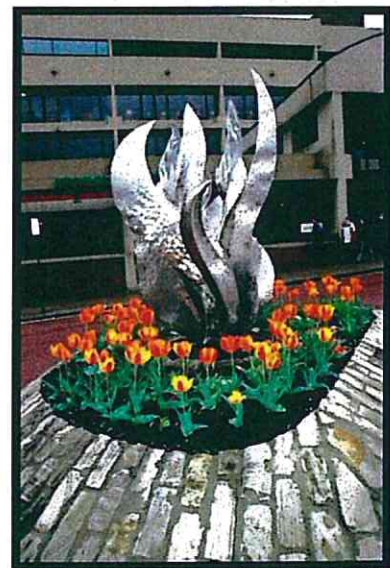


"I Am Because We Are: A Celebration of Spiritans in Africa," is a mural located on the side of the Laval House on Academic Walk in the middle of campus, which showcases an image depicting the Holy Spirit in Africa – a focus of Spiritan missionary work and a centerpiece of the University's strategic plan.

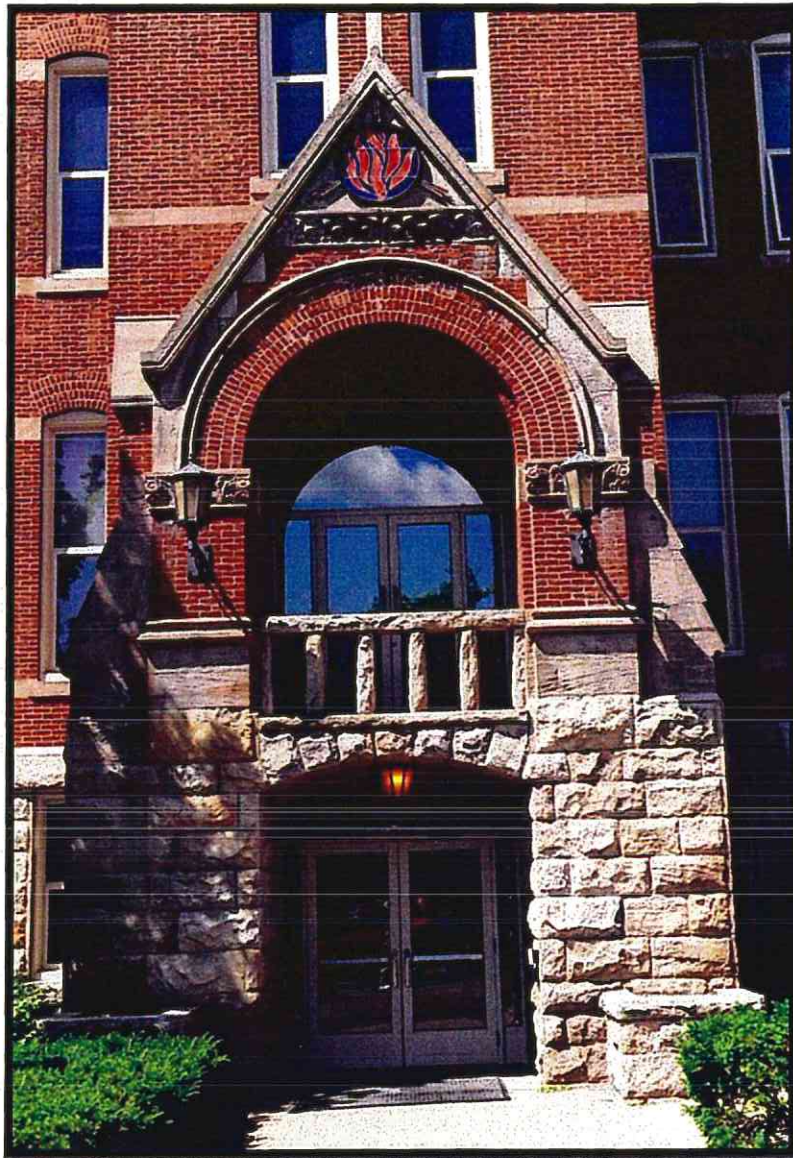


*Flags depicting the Holy Spirit
adorn lampposts across campus
and on Forbes Avenue, a
central Pittsburgh corridor.*

THE SPIRIT OF DUQUESNE | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

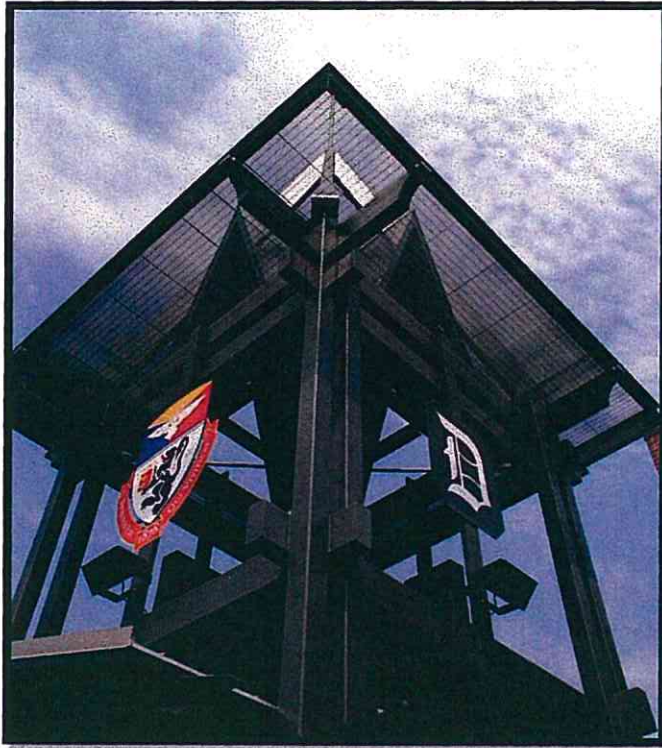


The Spirit of Duquesne, a sculpture representing the Holy Spirit, is located in Locust Circle, which is surrounded by the Student Union, Parking Garage and University Library. Because of its design, it is often called "The Flame," another symbol of the Holy Spirit.

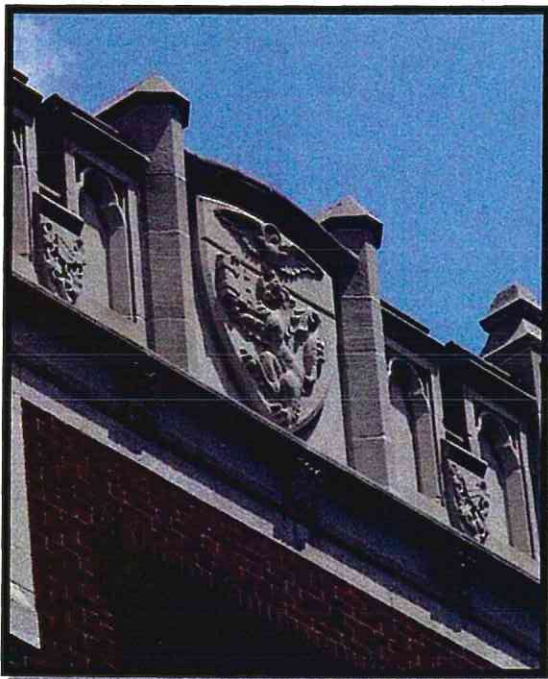


This Spirit of Duquesne, a representation of the Holy Spirit as both Dove and Flame, is showcased on the side entrance of the Administration Building.

COAT OF ARMS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

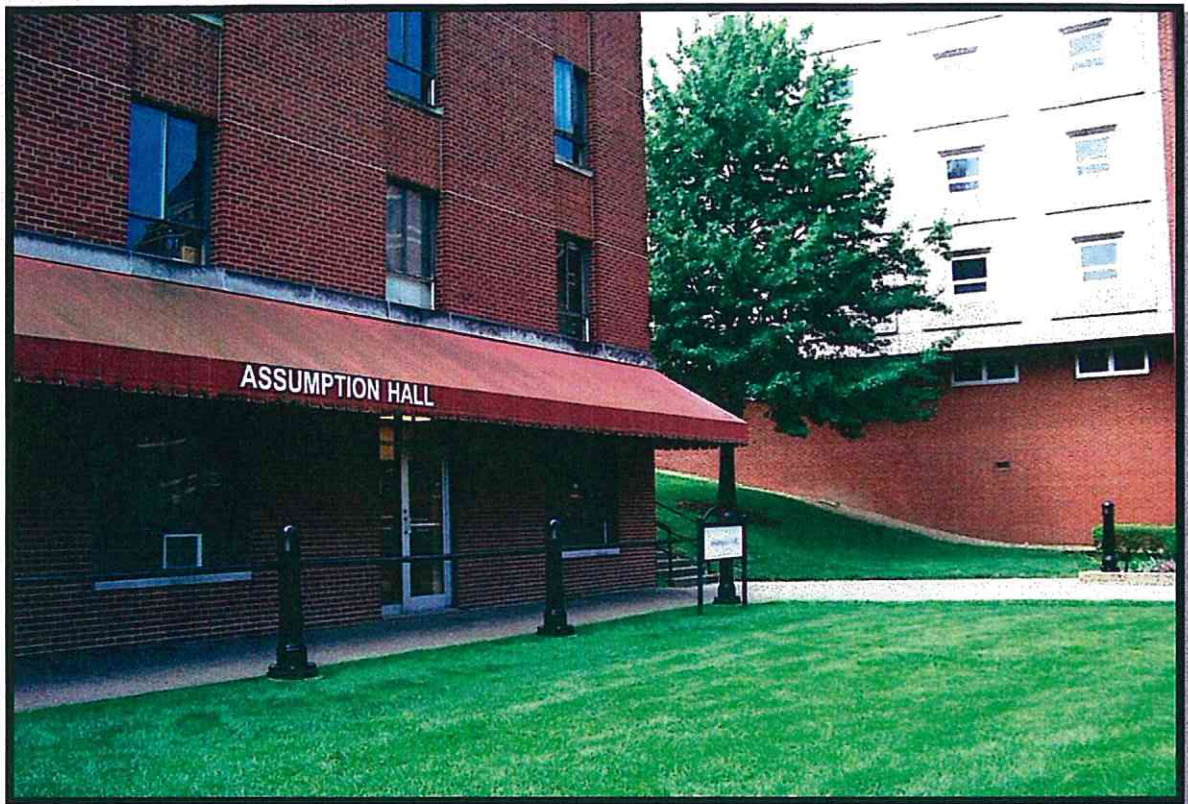


The top of the University's Coat of Arms features a dove, a symbol of the Holy Spirit, The Third Person of the Holy Trinity and the Patron of the University. It also has the Latin motto: "It Is The Spirit Who Gives Life."

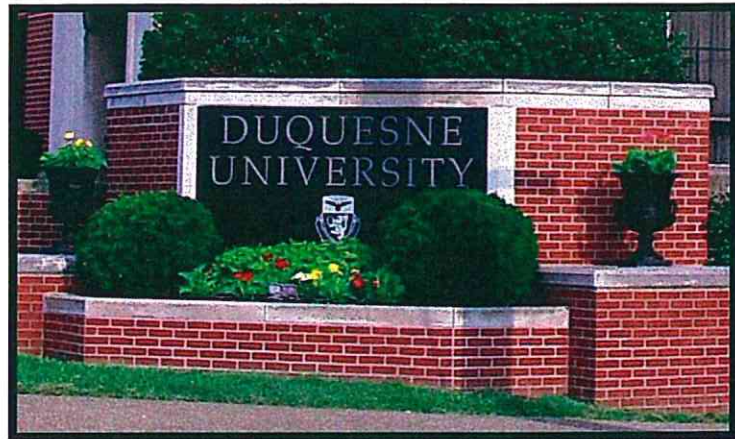


Duquesne University's Coat of Arms, which includes an image of the Holy Spirit, is carved in the stone above the main entrance of the School of Education's building.

ASSUMPTION HALL | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



Assumption Hall is named for the first Catholic chapel in Pittsburgh, at the original Fort Duquesne, built by the French.



The hall features both a cross and the University Coat of Arms at the building's entrance on the corner of Bluff and Stevenson Streets.



Spiritan Campus Ministry (SCM) offers many ways to broaden, enhance and enrich one's faith while a student, faculty or staff member at Duquesne. SCM has three convenient offices located in the Administration Building, the Tower Living Learning Center and in the Student Union.

BUILDINGS WITH SPIRITAN NAMES | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



The names of 14 buildings on campus reflect the University's Spiritan heritage by carrying the names of Spiritan Fathers or the countries the Spiritans serve.

1. Bagamoyo Building (A location in Tanzania where the Spiritians serve)
2. Bushinski Building (Rev. Edward A. Bushinski, C.S.Sp.)
3. Brottier Hall (Rev. Daniel Jules Alexis Brottier, C.S.Sp.)
4. Clement Hall (Brother Marie-Clement Rodier, C.S.Sp.)
5. Des Places Hall (Rev. Claude Poullart des Places, C.S.Sp.)
6. Enugu Buildings (A location in Nigeria that is home to the largest Spiritan seminary in the world)
7. Koren Building (Rev. Henry J. Koren, C.S.Sp.)
8. Laval House (Rev. Jacques Desire-Laval, C.S.Sp.)
9. Libermann Hall (Rev. Francis Libermann, C.S.Sp.)
10. McAnulty College and Graduate School of Liberal Arts (Rev. Joseph McAnulty, C.S.Sp.)
11. Murphy Building (Rev. John Murphy, C.S.Sp.)
12. Power Center (Rev. William Patrick Power, C.S.Sp.)
13. Van Kaam Building (Rev. Adrian van Kaam, C.S.Sp.)
14. Willms Building (Rev. John S. Willms, C.S.Sp.)



The Victory Garden, dedicated to Our Lady of Victory, is surrounded by the Health Sciences, School of Law and School of Education buildings. It is regularly adorned with American flags in memory of Veterans.



Reverend Joseph Strub, C.S.Sp., founder of Duquesne University of the Holy Spirit, stands at the main entrance of the University Chapel and "Old Main" Administration Building.

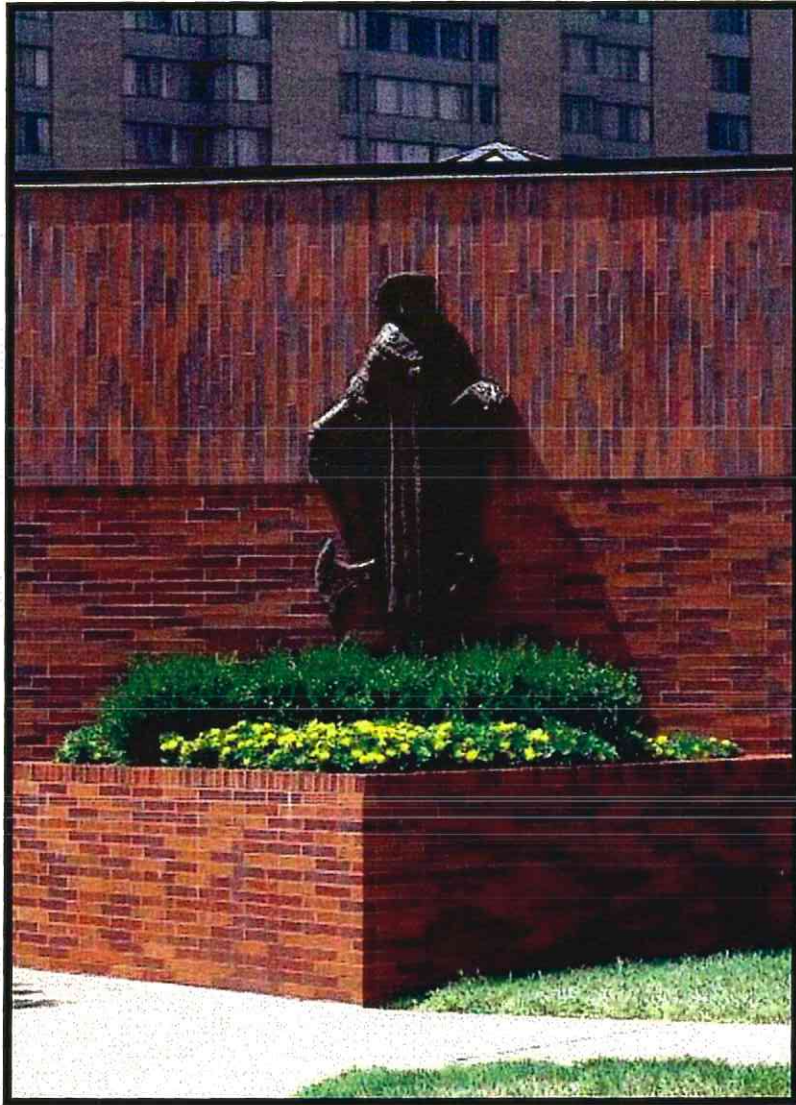
RELIGIOUS STATUES | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



Statue of St. Martin, Living Learning Center, St. Martin Hall.



Statue of St. Ann, Living Learning Center, St. Ann Hall.

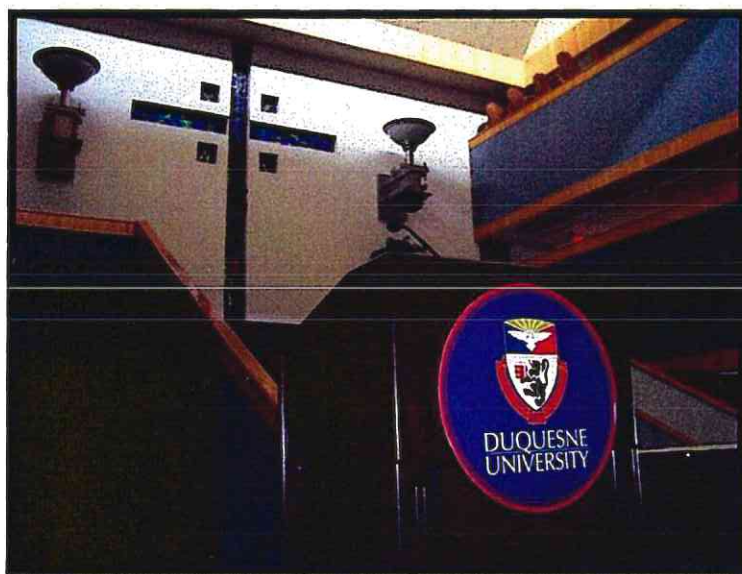


*A statue of St. Thomas More,
Patron Saint of Lawyers,
is displayed outside of the
Law School.*

RELIGIOUS STATUES | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

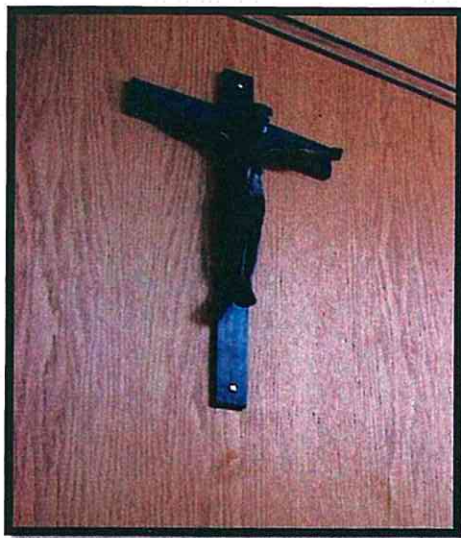


Saints Cosmas and Damian, Patron Saints of Physicians and Pharmacists, stand in the lobby of Bayer Hall.

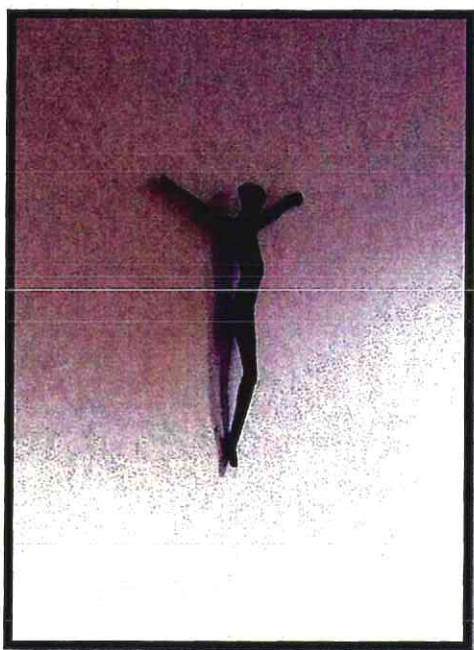


A stained-glass cross is located in the ballroom of the Student Union where many major University events are held throughout the year

CROSSES ON CAMPUS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



A cross and religious portrait of Mary with baby Jesus is located inside the entrance of the Student Union.

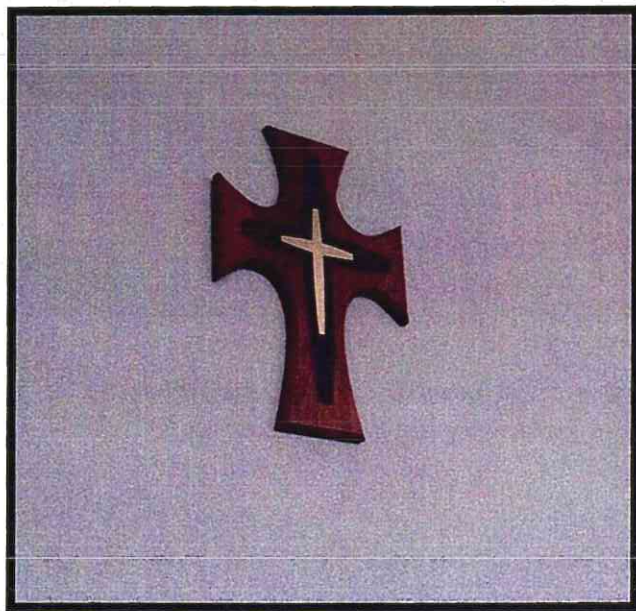


An African cross is located outside of the Cashier and Financial Aid offices in the Administration Building.

CROSSES ON CAMPUS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



A cross is featured at the entrance of the University's fitness facilities in the Power Center, which is a popular spot for students and staff.



Crosses are featured inside the Power Center's Ballroom and Fides Shepperson Suite.

CROSSES ON CAMPUS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



Celtic Cross Garden, Trinity Hall.



*Celtic Cross Garden,
Trinity Hall.*

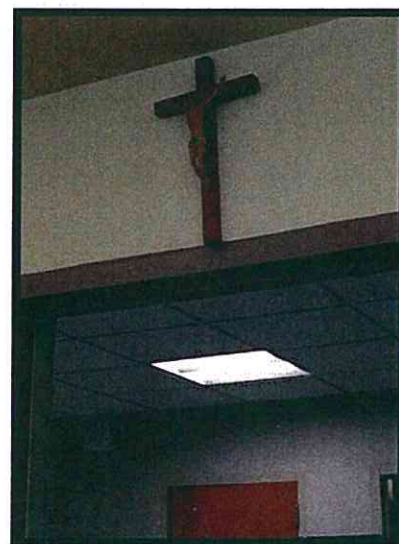


*A cross overlooks all of campus at the top
of the Power Center Skvwalk entrance.*

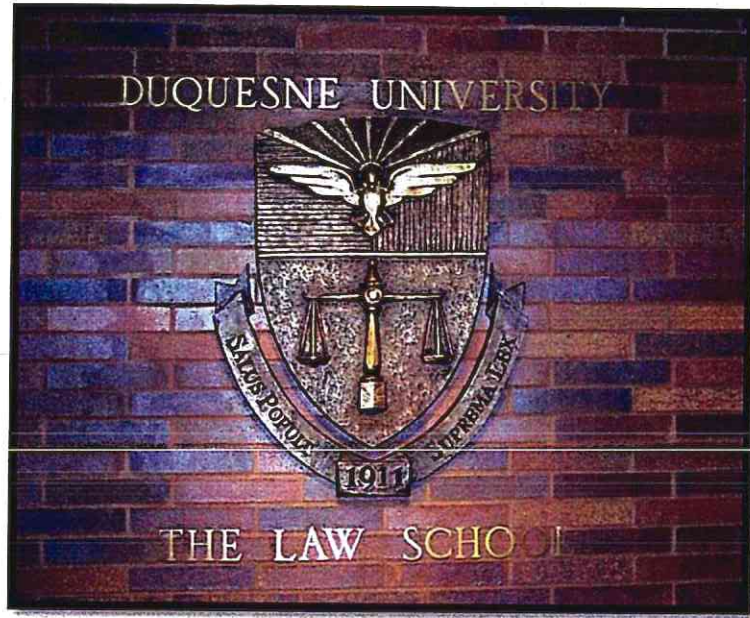
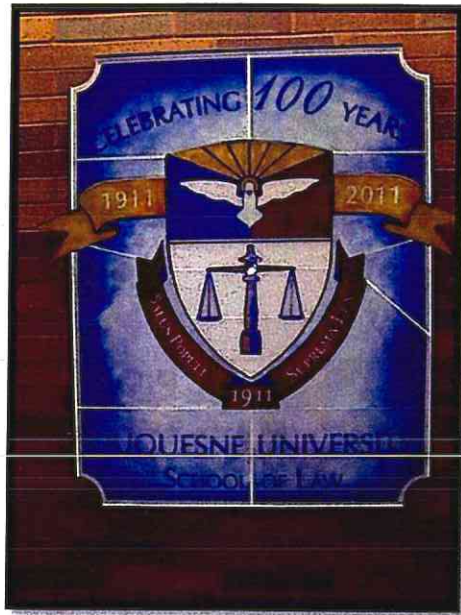


This Crucifix, with an image of the risen Christ, is above the high-traffic entrance inside Fisher Hall.

CROSSES ON CAMPUS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



A cross or Crucifix is on display in virtually all classrooms and public spaces at Duquesne University of the Holy Spirit.

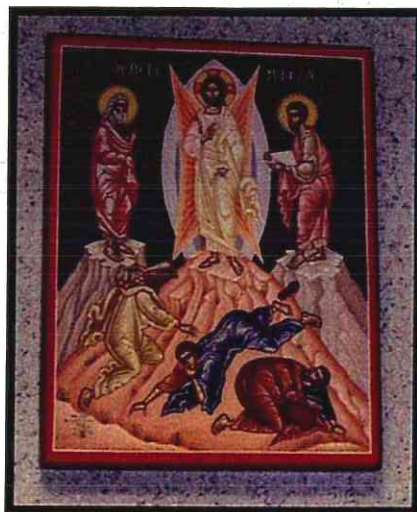
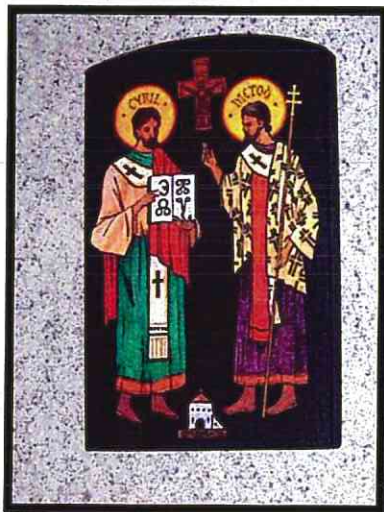


The University's School of Law building features large wall hangings of the School of Law's Coat of Arms, which includes a symbol of the Holy Spirit.

INTERIOR RELIGIOUS ICONS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

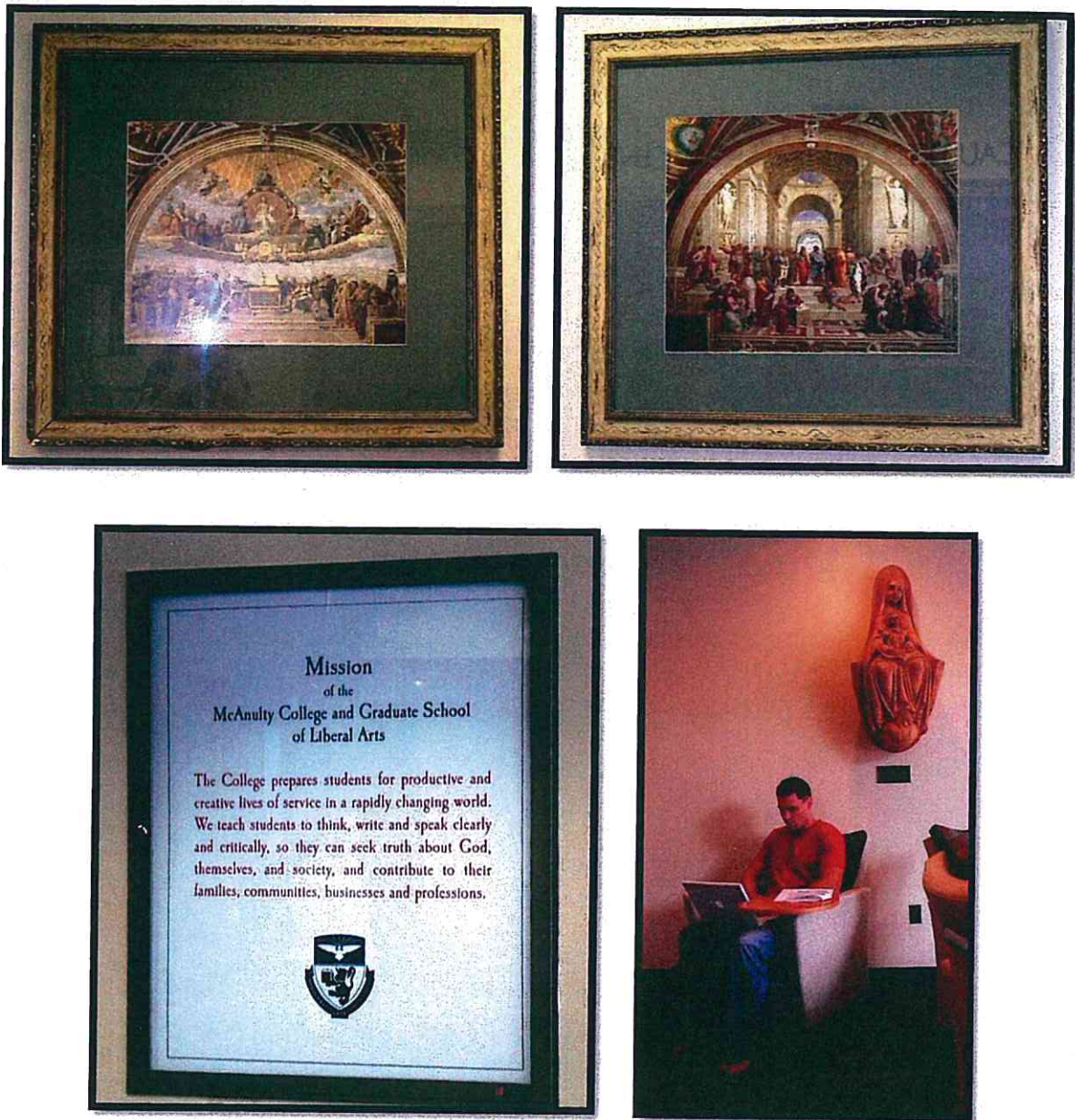


St. Ann Hall, a Living Learning Center, is filled with various pieces honoring the Virgin Mary's mother, St. Ann.



Religious portraits and artifacts are on display inside of Fisher Hall.

INTERIOR RELIGIOUS ICONS | DUQUESNE UNIVERSITY OF THE HOLY SPIRIT



College Hall is adorned with statues, pictures and other religious symbols.

Our Mission

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students - through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.



CERTIFICATE OF SERVICE

I certify that on October 23, 2018, the foregoing Joint Appendix was electronically filed through this Court's CM/ECF system, which will send a notice of filing to all registered users.

/s/ Stanley J. Brown
Stanley J. Brown